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ABSTRACT

A project was implemented to help program staff from the aging and child care networks to plan and implement intergenerational programs. Specific objectives were to: (1) train approximately 15 staff members from the aging network and 15 staff members from the child care network in each of five different geographic regions of Pennsylvania to plan and implement collaborative intergenerational programs; (2) develop approximately 50 intergenerational programs involving older adults and young children throughout Pennsylvania; (3) demonstrate the effectiveness of cooperation among the staff from the networks; (4) contribute to older adults' feelings of well-being through their involvement as support persons to young children; and (5) contribute to young children's growth and learning through the development of caring relationships between them and older adults. Evaluation data were collected through a pre- and post-test administered to the network staff before and after the 2-day training workshops, a written survey completed toward the end of the project by the trained staff and reporting on their progress in implementing an intergenerational program, and questionnaires completed by the older adult participants and child care teachers of participating children. Outcomes indicate that the project was very successful in achieving each of its objectives. Factors contributing to the success of the program are identified, and recommendations for implementation are offered. Related materials are appended, including profiles of the new intergenerational programs. (RH)

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Developing Intergenerational Programs Jointly with the Aging and Child Care Networks in Pennsylvania

FINAL REPORT

Prepared for:

Administration for Children, Youth and Families
Administration on Aging
Office of Human Development Services
U. S. Department of Health and Human Services

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April 15, 1985

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Developing Intergenerational Programs Jointly with the Aging and Child Care Networks in Pennsylvania

FINAL REPORT

Submitted to:

Administration for Children, Youth and Families
Administration on Aging
Office of Human Development Services
U. S. Department of Health and Human Services

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April 15, 1985

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Individuals from many agencies have contributed to the success of this project. Included among them are the project participants who contributed their time and energy to attend the project workshops and to implement the plans they developed at those workshops. To these people we say "Thank you" with sincere gratitude for helping us demonstrate that this training and support model could work effectively on a statewide basis.

Another group of persons made it possible for us to begin this project. They gave credibility to our efforts and facilitated our identification of project participants. These persons represent: Pennsylvania Department of Aging, Pennsylvania Department of Education, Pennsylvania Department of Public Welfare, Pennsylvania Head Start Association, and Pennsylvania Association of Non-Profit Homes for the Aged. To all of our colleagues from these agencies, we express our sincerest gratitude.

We also wish to thank our project officers from the Department of Health and Human Services who listened with understanding to our problems, who rejoiced with us in our successes, and who tolerated our clock which often kept time more slowly than theirs. In particular, we thank Ms. Barbara Bates who became a friend.

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This project was a success because of all of these people. To the last person, they shared our values of bringing the young and the old together in ways that promote their mutual growth and support the notion of the continuity of life.

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DEVELOPING INTERGENERATIONAL PROGRAMS JOINTLY WITH THE AGING AND CHILD CARE NETWORKS IN PENNSYLVANIA

FINAL REPORT

INTRODUCTION

This project, "Developing Intergenerational Programs Jointly with the Aging and Child Care Networks in Pennsylvania," was initiated in response to the growing evidence that interactions between young children and older adults in structured environments are beneficial to both populations. These interactions have a positive impact on the growth and learning of the young children and on the quality of life of the older persons.

Yet, despite the growing evidence for the effectiveness of intergenerational programs for both the young and the old, it is not uncommon to find agencies serving young children and older adults going their separate programmatic ways. Separated by factors such as their histories, professional jargon, funding sources, and location, these agencies have typically not thought of themselves as allies. To be sure, some child care agencies would plan for their children to visit the residents of a nearby nursing home or senior center for special holiday programs (e.g., Halloween parades and Christmas caroling).

The reality remains, however, that many of these agencies serving either children or older adults just don't know how to approach their counterparts to discuss cooperative, ongoing programming efforts. It is not that they don't think intergenerational programming would be a good idea. Rather, the barriers to cooperative programming are more commonly associated with the staff of an agency not knowing their counterparts, not recognizing the reciprocal advantages of intergenerational programming, not having enough time or motivation to establish interagency linkages, or simply not knowing where to begin when planning a joint program with another agency serving a different clientele.

It is against this background, consequently, that this project was proposed and implemented. It is significant that this project was developed in Pennsylvania which has been a leader in intergenerational programming. Specifically, prior to the initiation of this project a memorandum of agreement was established among the Pennsylvania Departments of Aging, Public Welfare, and Education that addresses the need for their collaboration in efforts that result in the development of intergenerational programs. This agreement in principle provided the philosophical and administrative support that enabled this project to reach out effectively to agencies in the commonwealth providing direct service to young children and older adults, respectively.

RATIONALE

During the last several decades, economic and social patterns in the United States have caused increasing mobility among families, resulting in a change in family structure from the traditional, extended family to that of the nuclear family. As a consequence of this mobility, generations have been separated in aproximately 40% of American families. Older adults are separated from their children and grandchildren; children are separated from their grandparents. Kalish (1969) has observed that we live in an age-segregated society where informal relationships that developed along family, church or vocational lines have been replaced by contacts limited to homogeneous age groups.

The impact of this separation on older and younger generations has already become manifest. For many elders, their role as family teacher, perpetuator of culture, and link between past and present no longer exists. Instead, many older persons find themselves in situations which engender feelings of loneliness, purposelessness, and inadequacy. For children, the special nurturing, support, teaching, and caring that was once readily available from grandparents is missing. This separation has curtailed the support and nurturance that younger and older generations could provide to each other. The societal threat this trend poses has been observed by many. According to Cousins, "the health of the human species depends on the realization by enough people that they are all connected to one another" (quoted in Mehta, 1978, p. 244).

In addition to this trend toward increasing separation among the generations, another significant trend is becoming manifest. Mothers, in increasing numbers, are entering the work force for both economic and personal reasons. According to some estimates, by 1990 "75% of mothers with children under three years of age will be working" (Cohen, et al., 1981, p. 3). In an earlier period of our society, the responsibility for the care of these young children would have naturally been assumed by their grandparents. Today, young families with working parents must struggle to find alternative sources of care for their children. One such source of care may be found at child care centers, but the resources of many child care centers to handle the increasing demand for their services, however, are already being strained.

These national trends are in evidence in Pennsylvania where there are, for example, approximately 64,000 young children currently enrolled at more than 1,400 licensed day care programs throughout the commonwealth, and this represents only the tip of the iceberg with another large group of youngsters receiving day care from a network of neighbors and relatives. Furthermore, another 16,161 children are enrolled in 61 Head Start programs in Pennsylvania (Project Head Start 1983-84 Annual Program Information Report, 1984). There is also in the commonwealth a large population of older adults (65+)--1,530,933 or 12.9% of the population, compared to a national average of approximately 11%. Of this number, approximately 115,000 are already participating in programs at 524 senior centers, and still more might be attracted to senior centers by the development of new programs. Many of these elders, furthermore, have little or no contact with young children but are interested in and capable of contributing to the care and development of young children.

One way in which these trends may be addressed is in the development of intergenerational programs at child care centers and Head Start centers. Through such programs, older adults can fulfill their important and traditional roles of caring for young children and transmitting cherished cultural values. The resources of the child care providers are enhanced, and children can receive the special nurturing and attention from a caring elder that contributes to their healthy growth and development. That such programs can and do succeed has already been demonstrated by a number of pioneering efforts in various parts of this country (e.g., Larronde, 1982; Cohen, Hargrove, and Rosen, 1981; Hucklebridge, 1978).

Because of the structure, goals, and numbers of children served in child care centers, the role of older persons as ancillary, supportive caregivers presumes the presence of skills that can contribute to the children's achievement of positive growth and learning outcomes in addition to those that may be natural to older persons. These skills, which are learned through planned training experiences, will enable the older persons to provide positive, purposeful and stimulating intergenerational experiences which enhance learning and growth for a variety of children at different stages of development. Additionally, the involvement of prepared older persons as resource persons will enable child care centers to achieve more favorable adult/child ratios. This is particularly significant given the findings of a national day care study that positive developmental outcomes for children in day care centers are highly related to low child/staff ratios and to the opportunity to be placed in small groups overseen by a competent adult (Ruopp, 1979).

The effectiveness of intergenerational programs involving young children and older adults will be based upon the preparedness of both the child care and aging network staff who have been trained in the concepts, rationale, and procedures necessary for developing intergenerational programs. Their training must address the needed skills and appropriate roles for the child care teachers and older adults, and it must prepare them to work collaboratively with their counterparts from the aging and child care networks, respectively.

The purpose of this project, consequently, was to provide assistance to program staff from the child care and aging networks by helping them to plan and implement intergenerational programs which nurture and support the growth and learning of young children and reinforce the life satisfaction and well-being of older adults. In so doing, this project has contributed to the professional development of these program staff by helping them cooperatively to develop programs which benefit the respective populations whom they serve. It is particularly appropriate, moreover, that this project was developed in the Commonwealth of Pennsylvania, whose Department of Aging has become a leader in supporting the development of intergenerational programs involving interaction between young children and older persons. It was through the initiative of the Secretary of the Department of Aging that the training model which is the basis for this project was first developed. At the Secretary's recommendation, an intergenerational pilot training program was conducted by the staff of Generations Together for a selected number of leaders in the aging and education networks. This pilot program, which was conducted in one geographic area of the state, involved for the first time the collaboration between these two systems (aging and education). The result of

this pilot training effort was the development of eight intergenerational programs in a variety of settings. A follow-up to this pilot program was a memorandum, concerning "Support for Intergenerational Programming" circulated to all Area Agency on Aging administrators in the state in which the Secretary stated that many older people in the commonwealth "seek volunteer experiences with children in day care settings, Head Start programs and other educational institutions." Furthermore, the Secretary stated that "it is important, we believe, that children's attitudes, knowledge, and skills are stimulated by older persons as children themselves learn, relearn and perform tasks and activities for daily living...[Activities are encouraged that] break down stereotypes of old age by supporting training for young children with special and direct emphasis on interaction with the elderly" (Black, 1982). These initiatives generated by the Secretary of Aging have been favorably responded to by the leadership within the Departments of Education and of Public Welfare. A Memorandum of Agreement among these three departments has been established that addresses the need for their collaboration in efforts that result in the development of intergenerational programs. These programs will provide opportunities for children and elders to share experiences which have a significant impact on their lives by contributing to the growth and development of children and to the well-being of older persons.

OBJECTIVES

The specific objectives of this project were planned to address the issues related to the needs for creating increased opportunities for interaction between young children and older adults, developing resource persons to support the efforts of child care providers, and meeting the shared training and program development objectives of diverse agencies through their collaboration in an integerated training program. The objectives are:

1) to train approximately 15 staff from the aging network (e.g., senior centers, area agencies on aging, senior citizen housing sites) and 15 staff from the child care network (e.g., child care centers, Head Start programs, infant-toddler day care programs) in each of 5 different geographic regions of Pennsylvania (150 staff in all) to plan and implement collaborative intergenerational programs for their respective target populations;

2) to develop approximately 50 intergenerational programs involving older adults and young children throughout Pennsylvania;

3) to demonstrate the effectiveness of cooperation among the staff from the aging and child care networks in the pursuit of complementary interests and needs;

4) to contribute to older adults' feelings of well-being through their involvement as support persons to young children; and

5) to contribute to young children's growth and learning through the development of caring relationships between young children and older adults.

It was anticipated that, by achieving these objectives, this project would address the significant issues related to avoiding "increased alienation, indifference, antagonism and violence on the part of the younger generation as a result of segregation by age" (Bronfenbrenner, 1970). The project was also meant to establish a model training and support program that could be replicated in other communities throughout this country.

METHODOLOGY

The centerpiece of this project was the provision of training to staff from the aging and child care networks in Pennsylvania. The goals of this training program conducted over two consecutive days were for the training participants to:

- describe the rationale for and the benefits of utilizing older volunteers to support the growth and learning of young children;
- analyze the supports for and obstacles to developing intergenerational programs;
- describe an intergenerational program that is suitable as a collaborative project of two agencies from the aging and child care networks;
- design a detailed working plan to develop an intergenerational program that includes recruitment of volunteers and staff, orientation and training, volunteer placement, volunteer and staff support, recognition of participants, and assessment; and
- develop the knowledge and skills necessary to implement their plans.

Emerging from these goals, the following content was covered during the training workshop:

- rationale for intergenerational programs;
- benefits of intergenerational programs to older adults, young children, and the particiapting agencies;
- approaches to intergenerational programs;
- strategies for introducing the concept of intergenerational programs to other agency staff and to potential older adult volunteers;
- program implementation planning;
- roles of volunteers and of participating staff;
- orientation and training of volunteers and of participating staff;
- guidelines for volunteers in working with young children;
- development of volunteer-child care staff teams;

- maintenance and support of volunteers and staff;

- program assessment; and

- recognition of participants.

The strategies that are employed to convey this content to the training participants from the agency and child care networks include:

- mini-lectures;

- brainstorm exercises;

- constraint-support analyses;

- audio-visual presentations with discussion;

- role plays;

- group discussions; and

- paper and pencil planning exercises.

The outcome of this training was the preparation by the participants of written plans that addressed: a) what needed to be done; b) who would do it; and c) when it would occur. These participants also learned the content and practiced the skills needed to implement their plans.

The training that was offered by this project, moreover, represents only a slight modification to an existing training program that was previously successfully offered to some staff from the aging network in Pennsylvania. The refinement of this established training program was to target staffs from both the aging and child care networks to participate in an integrated training experience and to focus exclusively on intergenerational programs involving older adults and young children.

Although a critical element of this project, the provision of this two-day training program to staff from the child care and aging networks in Pennsylvania was just one of several activities that comprised this project. The other related activities were: preparation for the delivery of training, including the identification of participants and sites; provision of on-going, at-a-distance support to the trained program staff from the aging and child care networks; and conducting of follow-up support workshops for the trained program staff from the aging and child care networks.

Each of the these four (4) basic activities are described below.

1. Preparation for the delivery of training, including the identification of participants and sites. The preparation for the delivery of training involved two components: one relating to the completion of the modification of the existing training syllabus and the other relating to the identification of actual participants in the training in each of five different regions of Pennsylvnia. The former component involved adapting the materials to focus exclusively on intergenerational programs involving older

adults with young children at child care or Head Start programs. This basically involved making the language on the training materials more specific to this type of program. The other modification was to integrate opportunities for structured dialogue between the staff of the child care and aging network agencies regarding their respective needs, resources, and roles. Neither of these modifications, however, significantly altered the basic training program whose effectiveness has already been demonstrated with staff from the aging network. (The training agenda and printed training materials are contained in Appendices C and D.)

The identification of the participants and sites required the project staff to work closely with the statewide and regional leadership of the aging and child care networks whose cooperation was pledged prior to the submission of this project's grant application. The project staff, accordingly, solicited and received the advice and counsel of representatives of the Pennsylvania Departments of Aging, Education, and Public Welfare and of the professional associations for the aging and child care networks (e.g., Pennsylvania Association of Child Care Administrators, Pennsylvania Head Start Association and Pennsylvania Association of Non-Profit Homes for the Aged). These representatives and leaders were instrumental in helping the project staff choose the training sites and identify participants (approximately 15 persons from agencies serving senior citizens and 15 persons from agencies serving young children) in each of the five regions within Pennsylvania (PA) in which the training was offered: namely, 1) Northeastern PA, 2) Southeastern PA, 3) Central PA, 4) Northwestern PA, and 5) Southwestern PA.

The criteria that were used to guide the selection of participants in the training included: interest in intergenerational programs; demonstrated initiative in implementing new programs; interest in collaborating with staff from other community agencies; and the willingness to devote some time to implementing an intergenerational program. Efforts were made, furthermore, to find staff from aging and child care agencies that were in close enough proximity to allow their collaboration after the training. These criteria, along with more specific information about this project including locations and the dates of the training workshops, were shared with the leadership of the aging and child care networks in the form of a "Program Announcement" to facilitate their support of this project in identifying staff to participate in the training. (The Program Announcement and the lists of identified project participants, by region, are contained in Appendices A and B, respectively.)

These leaders from the aging and child care networks, furthermore, served as an ad hoc advisory council and were consulted and apprised of the project's progress throughout the project.

The specific tasks involved in this activity included:

- modifying the existing training materials to accommodate the specific audiences and focus of this project;

- preparing all of the materials used in the training;

- informing the leadership from the aging and child care networks of the details of the project;

- discussing the needs of the project for training sites and the criteria for selecting training participants with the leadership from the aging and child care networks;

- identifying the specific places for the training in each of the five regions of Pennsylvania;

- identifying and inviting staff from the aging and child care networks to participate in training;

- scheduling the training for each region; and

- inviting the leaders from the aging and child care networks at the state and regional levels to attend one or more of the training workshops.

2. Training of program staff from the aging and child care networks. A total of five two-day training workshops were offered throughout Pennsylvania in the following regions of the commonwealth: Northeastern PA, Southeastern PA, Central PA, Northwestern PA, and Southwestern PA. (The specific sites for the training were determined during the preceding project activity.) Invited to attend each two-day training offering were approximately 15 staff persons from agencies serving young children (e.g., child care centers, Head Start programs, infant-toddler day care programs) amd 15 staff persons from agnecies serving older adults (e.g., senior centers, Area Agencies on Aging, senior citizen housing sites, nursing homes). A total of 178 persons actually received training. These persons were selected with the assistance of the leadership from the aging and child care networks and using the guidelines for their selection as described in the preceding activity.

The purposes of the training were: to provide the participants with the knowledge and skills necessary to develop their own intergenerational programs; to help the participants develop detailed program implementation plans; and to facilitate the development of collaborative relationships between staff from neighboring aging and child care network agencies. As part of the training, the participants received and prepared written materials that would serve as an ongoing resource to them as they proceeded to implement their plans for developing intergenerational programs involving older adults and young children.

The specific tasks involved in this activity included:

- conducting the training workshops in each of the five regions in Pennsylvania;

- facilitating the development of collaborative relationships between staff from the aging and child care networks;

- enabling the participating staff to develop detailed intergenerational program implementation plans and time schedules; and

- evaluating the training program.

3. Provision of ongoing, at-a-distance support to the trained program staff from the aging and child care networks. Following the completion of each two-day training workshop, the trained staff began to develop intergenerational programs using the information, experience, resources, specific strategies, and their implementation plans from the training. During the process of developing their intergenerational programs, approximately six telephone conferences were conducted with the staff persons from each agency represented at the training workshops at the initiation of the project staff. The purposes of these telephone conferences were: to support the work of the trained staff persons as they implemented their program plans; to respond to the concerns and questions which arose as they proceeded with their plans; and to recommend adjustments to their plans as their circumstances required. During these conversations, the project staff helped the trained staff persons by reviewing with them what they had done, discussing the results and implications of their accomplishments, and planning in detail the next steps which the staff persons needed to take. Using this problem-solving approach (i.e., What did you do? What happened? What needs to be done next?), the project staff endeavored to provide help in a systematic fashion to the trained program staff persons to fine-tune their implementation plans.

It was expected that the trained staff persons would have questions or concerns that would not be fully addressed during the training. The telephone conferences obviously were designed to meet this contingency. For example, a common question raised by a significant number of the trained staff related to activities that would be appropriate for young children and older adults. Despite the fact that this was discussed at the training workshops, the staff wanted assistance with exploring this issue within the context of their individual situations. Another prevalent concern related to problems of developing a collegial relationship with the staff from a counterpart agency--a major obstacle in developing their programs.

The telephone conferences were used to assist the trained program staff in translating their somewhat theoretical plans into successful intergenerational progams--to bridge the gap between plans and actions. In addition, the project staff used telephone conferences to begin the process of sharing experiences among the trained program staff that could contribute to the development of a supportive network among these persons--a process that was continued during the follow-up workshops (described below). Finally, these telephone conferences initiated by the project staff were scheduled after the trainirg workshops and continued to the end of the project period.

The specific tasks involved in this activity included:

- conducting approximately six telephone conferences with each trained staff person spread over the duration of the project;

- helping the trained staff to refine their plans in light of their experiences;

- problem-solving specific situations with the trained program staff;

- monitoring the progress toward developing intergenerational programs made by the trained program staff; and

- sharing examples of successful practices among the trained staff.

4. Conducting of follow-up support workshops for the trained program staff from the aging and child care networks. At approximately three months and again at nine months* after each of the five two-day training workshops, full-day follow-up workshops were convened for each group of trained program staff from the aging and child care networks; that is, two follow-up support workshops were conducted for each training group or a total of ten follow-up workshops. The purposes of each of these support workshops were: to review the trained staff persons' experiences in developing their intergenerational programs; to share their successes and their problems; to brainstorm strategies to address the problems; and to plan for the maintenance and expansion of their programs. During these workshops the trained staff reported on their progress, especially as it related to their implementation plans, and projected time schedules. (The agendas and related materials for each of these workshops are contained in Appendices E and F.)

An important consideration during both support workshops was the development of a support network among the training participants. To this end the successful experiences of the trained program staff were featured, and the group was asked to help each other by brainstorming solutions to identified problems. The trained staff were also asked to consider ways in which they could continue to network with each other at the conclusion of the project period. Specific recommendations to encourage the development of such a network of persons and agencies engaged in intergenerational programming emerged from the follow-up workshops. Included among the recommendations were:

- establish regional associations of persons/agencies engaged in intergenerational programming and convene regional meetings of these association members;

- prepare a directory of intergenerational programs that have been developed during this project;

- maintain mailing lists of persons/agencies engaged in intergenerational programming;

- conduct an annual statewide conference on intergenerational program issues; and

- begin an intergenerational program newsletter for aging and child care agencies in Pennsylvania.

*Note: These nine-month follow-up workshops were originally planned to occur six-months after the training workshops. Due to a change in the schedule of the training workshops which would have placed the second follow-up workshops in the summer, they were postponed until the fall to enhance attendance.

Each of the preceding recommendations will be shared with the leadership of the state agencies charged with addressing the needs of older adults and young children. Already interest has been expressed by the Pennsylvania Department of Public Welfare in the possibility of printing and disseminating the directory of intergenerational programs developed during this project. In addition, the participants in the Northwest Region have already taken the initiative to convene a meeting on their own to continue their support of each other for intergenerational programming. Finally, a volunteer from each region has been identified to assume some responsibility for maintaining communications among the members of their respective training groups. These persons, whose roles will become especially important if a statewide network emerges, are:

Central PA:	Ruth Miller Day Care Services of Blair County
Northeastern PA:	Evelyn Gurbst Child Development Council of Northeastern PA and Mary Hack Northumberland County Area Agency on Aging
Northwestern PA:	Susan Bratton Erie County Area Agency on Aging Greater Erie Community Action Committee
Southeastern PA:	Nancy Henkin Intergenerational Learning Center Institute on Aging Temple University and Francis Carney South Philadelphia Community Center
Southwestern PA:	Frances Allen Washington-Greene Community Action Corporation and Generations Together

The specific tasks of this activity included:

- scheduling the three-month and nine-month follow-up workshops for each training group;
- preparing the agendas and strategies for conducting these workshops;
- conducting the three-month and nine-month follow-up workshops;
- developing local support networks;

- preparing recommendations for the development of a continuing support network; and

- identifying local leaders or liaisons to coordinate a support network.

In addition to the preceding four activities, two other activities were conducted; these relate to the evaluation of the project results and the dissemination of these results. The evaluation plan and results are described in the next major section of this report. The dissemination plan is described immediately following as activity 5.

5. Dissemination of the project results and recommendations. The dissemination strategy for this project was carried out on two levels: the first level concentrated on the professionals in the aging and child care networks in the Commonwealth of Pennsylvania, and the second level targeted professionals in the aging and child care networks throughout the United States. In Pennsylvania the dissemination strategy actually began with the first project activity, namely the preparation for the delivery of training. As part of this activity, information about the project was distributed to the leadership of governmental agencies and professional organizations representing the aging and child care networks in Pennsylvania. This early contact with these leaders resulted in their cooperation with the project in identifying sites for and participants in the training. These leaders, furthermore, were invited to participate in or send representatives to the training and other project activities. Through their role in supporting the work of the project and even participating in some of the project activities, the leadership of the aging and child care networks in Pennsylvania has been systematically nurtured to continue their support of intergenerational programs involving older adults and young children in child care settings in this commonwealth. In addition to this group of persons, another support group was identified as part of the fourth project activity. The persons referenced here are the local leaders or liaisons identified from each of the five regional training groups in Pennsylvania. These persons will not only help to maintain communications among their training group but will also serve as local advocates for intergenerational programs within the local or regional professional associations and with the local government agencies.

In addition to the development of the support network in Pennsylvania involving statewide and local leaders from the aging and child care networks, several other activities were planned. These activities include the following.

- Copies of the final report along with an executive summary of the results and recommendations will be distributed to the state agencies and professional organizations in Pennsylvania that have been involved in the project (e.g., Departments of Aging, Education, and Public Welfare, PA Association for Child Care Administrators, PA Association of Non-Profit Homes for the Aged, and PA Head Start Association).

- The project staff will actively seek to make presentations at state conferences of the departments and professional organizations mentioned above. The purpose of these conference presentations will be to: inform other professionals of the aging and child care

networks about the results of the project; encourage other professionals to seek assistance from their colleagues trained by this project to develop their own intergenerational program; and support the network of trained staff who have developed intergenerational programs.

- Information in the form of brief articles about the project will be submitted to the state agencies and professional organizations for publication in their newsletters.

At the national level, the following activities to disseminate information about this project will be implemented.

- In addition to the copies of this final report submitted to the Department of Health and Human Services, an executive summary of the project including the results and recommendations will be provided to the agencies in each state concerned with older adults and young children. The project summary will highlight the role of the state leadership from the aging and child care networks in facilitating and supporting the development of intergenerational programs involving older adults and young children.

- Information about the project in the form of brief articles will be submitted to various national professional organizations (e.g., National Institute of Senior Centers, National Association of Area Agencies on Aging, National Association for the Education of Young Children, and the National Association of Child Care Administrators) for publication in their newsletters.

- The project staff will actively seek to make presentations at meetings and conferences of the national professional organizations cited above. Wherever possible, these presentations will involve representatives of the statewide and local leaders in Pennsylvania who supported and participated integrally in the project. As of the preparation of this report, a paper based on this project has been accepted for presentation at the annual conference of the Northeastern Gerontological Society in Boston on April 25, 1985.

- The project staff will prepare articles for publication in various professional journals (e.g., Educational Gerontology and Young Children).

As this plan reflects, the project is viewed as a model effort that will continue and flourish in Pennsylvania and that can be readily adopted by other states to enhance intergenerational program development through interagency cooperation and support. The foregoing dissemination plan, consequently, was developed to provide information about this project to decision makers and professionals in the aging and child care networks in Pennsylvania and throughout the United States. Generations Together recognizes, moreover, that some of these activities, such as conference presentations and the preparation of articles cannot be restricted to the project period, yet it is committed to fulfilling each of these obligations. Indeed, dissemination of information about intergenerational programs is one of the missions of Generations Together.

EVALUATION

The extent to which the objectives of this project were attained was systematically evaluated using several instruments. The results of the evaluation are described below under each objective.

Objective 1

The first objective was: "to train approximately 15 staff members from the aging network...and 15 staff members from the child care network...in each of five different regions of Pennsylvania (150 staff in all) to plan and implement collaborative intergenerational programs for their respective target populations." The achievement of this objective was assessed as follows. First, the number of workshop participants was counted. A total of 178 persons participated in the two-day training workshops held in the Central, Northeastern, Northwestern, Southeastern, and Southwestern regions of Pennsylvania. Of this number, 85 persons were from agencies serving children, 87 from agencies serving older persons, and 6 from agencies serving both children and older persons. Second, program implementation plans and timelines developed by the training participants were reviewed by the project personnel. At the instruction of the project staff, these timelines were developed to cover a three-month period or the time between the two-day training workshop and the first follow-up meeting. These plans accurately reflected the initial steps of the program implementation sequence presented in the training. The plans, furthermore, revealed the activities which would be taken to begin the interagency collaboration that was stressed as so important for implementing successful and lasting intergenerational programs.

The third component of Objective 1 was assessed by administering a test (see Appendix G) to the participants at the beginning and again at the end of the two-day training to test their knowledge of intergenerational programming. The test covered areas such as the rationale, benefits, and problems of intergenerational programming. It also covered the roles of the older adults and the agency staff as well as the importance of program evaluation. The participants' pre-test and post-test scores were compared using a t-test. The results, presented in Table 1, show that the pre-test mean was 17.8, with a standard deviation of 7.6, while the post-test mean was 33.1, with a standard deviation of 6.7. The two means were significantly different at the 0.0001 alpha level. This means that the participants' knowledge of intergenerational programming increased very significantly from the pre-test to the post-test.

Table 1

T-test for differences between pre-test and post-test scores of workshop participants' knowledge of intergenerational programming (N = 106)*

Pre-test X	Pre-test SD	Post-test X	Post-test SD	t-value	p-value
17.8	7.6	33.1	6.7	15.4	0.0000

In a survey of workshop participants that was done toward the end of the project period (see Appendix H), they were asked to report on the extent to which the workshop helped the development of their intergenerational programs. They were also asked about their feelings about recommending the workshop to their colleagues. Table 2 shows that 80.3% of the participants reported that the workshop was either of great help or of some help. As seen in Table 3, 77.0% of the staff said that they would recommend the workshop to their colleagues.

Table 2

Staff's reports on extent to which workshop helped in developing intergenerational program (N = 61)**

Response category	#	%
Great help	30	49.2
Some help	19	31.1
Did not help	2	3.3
No response	10	16.4

*Note: Completed post-tests were collected from only 106 of the workshop participants. Some participants were unable to remain until the end of the second day of training; other participants did not complete all parts of the post-test.

**Note: The number of completed surveys is less than the number of participants in the training workshop for several reasons. Some of the training participants had subsequently left their positions with their agencies. Some agencies sent several representatives to the training, but only one person

Table 3

Staff's feelings about recommending workshop to colleagues (N= 61)

Response category	#	%
Yes, would recommend	47	77.0
No, would not reccomend	3	4.9
No response	11	18.0

Objective 2

The second project objective was "to develop approximately 50 intergenerational programs involving older adults and young children throughout Pennsylvania." To determine the extent to which this objective was realized, a questionnaire (Appendix H) was distributed to the project participants. Based on the returns of this questionnaire, 64 new or expanded intergenerational programs resulted from the participants' involvement in this project. These programs involve more than 1,900 children and youth between the ages of 6 weeks and 22 years and more than 1,700 active and frail older people. The nature of the programs are varied, ranging from occasional special events (e.g., holiday celebrations) to daily interactions designed to enhance children's growth and learning. Individual profiles of these programs have been prepared which report on the number of children/youth and their ages, the number of older persons and their level of functioning, the frequency of the intergenerational interactions and the approximate length of each interaction, a description of what the children/youth and older persons do together, and any comments about the program made by the respondents. These profiles are contained in the Appendix K to this report. (Newspaper clippings of some of these programs--supplied by the project participants--are contained in Appendix L.)

For those project participants who were unable to implement an intergenerational program during the project period, the following six (6) explanations were most commonly cited.

(1) The health of the elders served by the agency precluded their participation. Frequently the concern was expressed that the older persons' interaction with young children might expose them to illness and undermine their already fragile health. In other cases, their poor health would preclude their participation with any regularity or dependability.

[Note continued from preceding page] from the agency completed the survey on behalf of the agency. Some surveys were incomplete and, therefore, not tabulated. Finally, some of the training participants did not return the surveys.

(2) The winter weather prevented the children from travelling to the older persons and vice versa. The cold weather not only confined many older persons to their own homes and young children to their child care centers, but the icy and snowy conditions often prevented one group from walking or driving to visit the other. In a number of instances, the weather prevented an intergenerational program from beginning and dampened the enthusiasm of the implementers.

(3) Transportation was cited as another obstacle. This was especially true when young children had to be driven to the older persons' facility. The recent passage of a mandatory seat belt law for pre-school children caught some child care providers unequipped to comply with the new regulation. They, therefore, had to curtail such outings until they could properly equip their vehicles.

(4) Intergenerational programming was not listed as an agency priority. Despite their interest in intergenerational programs, many agencies were experiencing financial problems which required them to concentrate on maintaining their basic programs and not put any energy into new programs. This agency decision cancelled or postponed any plans for implementing an intergenerational program at this time.

(5) A collaborating agency with whom to jointly plan and implement an intergenerational program was not identified. Some agencies were geographically isolated and not able to find a counterpart agency in the same area with whom to collaborate. In other instances, although a potential collaborating agency was nearby, this agency was not prepared or interested in developing an intergenerational program at this time.

(6) The persons who participated in the training are no longer with the agency. Personnel turnover, which is not a new problem for many human service agencies, was in evidence among the participants in this project. Of the 178 persons who participated in the project, 37 persons (or 20.8% of the original group) were no longer employed by their agency. In most of these cases, the information about intergenerational program development did not reach another staff member of the agency.

Objective 3

The third objective of this project was: "to demonstrate the effectiveness of cooperation among staff from the aging and child care networks in the pursuit of complementary interests and needs." The achievement of this objective was assessed by the use of a survey that was distributed to all staff who participated in the training toward the end of the project period (see Appendix H). The questionnaire was used to collect data on: (a) the amount of cooperation between collaborating agencies, (b) the degree of reliability of collaborating agencies, (c) which of the collaborating agencies took leadership roles, and (d) the extent to which the establishment of intergenerational programs depended upon collaboration efforts.

Table 4 shows that 57.4% of the respondents described the interagency cooperation as excellent, and 36.1% described it as good. Thus, 93.5% of the respondents described the inter-agency cooperation as either good or excellent.

Table 4

Staff descriptions of cooperation between collaborating agencies (N = 61)

Response category	#	%
Excellent	35	57.4
Good	22	36.1
Fair	3	4.9
Poor	0	0
No response	1	1.6

As shown in Table 5, 80.3% of the respondents reported that the agencies collaborating with theirs were very reliable and 14.8% reported that they were somewhat reliable. The respondents reporting their collaborating agencies as either somewhat reliable or very reliable were, thus, 95.1%.

Table 5

Staff's perceptions of the reliability of the agencies collaborating with theirs (N = 61)

Response category	#	%
Very reliable	49	80.3
Somewhat reliable	9	14.8
A little reliable	1	1.6
Not reliable	0	0
No Response	2	3.3

The respondents' reports on who took leadership roles in various activities are presented in Table 6. For orientation, 47.5% of the respondents said leadership role was shared equally by both agencies, 39.3% said leadership role was taken by their own agency and 4.9% said the role was taken by the collaborating agency. A similar trend runs through all seven activities. This means that a majority of the respondents said that most program implementation activities were equally shared by both collaborating agencies.

Table 6

Staff's perceptions on which of the collaborating agencies took leadership roles in various activities (N = 61)

	Leadership taken by[a]			
Activity	My Agency	Collaborating Agency	Both Equally	No Response
Orientation	24 (39.3)	3 (4.9)	29 (47.5)	5 (8.2)
Recruitment	19 (31.1)	13 (21.3)	24 (39.3)	5 (8.2)
Ongoing training	16 (26.2)	6 (9.8)	26 (42.6)	13 (21.3)
Recognition of participants	15 (24.6)	6 (9.8)	28 (45.9)	12 (19.7)
Support of participants	9 (14.8)	3 (4.9)	31 (50.8)	18 (29.5)
Evaluation	11 (18.0)	4 (6.6)	34 (72.1)	12 (19.
Day-to-day planning	20 (32.8)	5 (8.2)	28 (45.9)	8 (13.1

[a] Numbers in parentheses are percentages.

Furthermore, the participants were asked about the extent to which the development of their intergenerational programs depended upon the collaboration they had with their counterpart agency. The results, presented in Table 7, show that 67.2% of the respondents said the development of their intergenerational program was greatly dependent upon the collaboration, 24.6% said it was somewhat dependent, and 3.3% said it was not dependent on the collaboration. Thus, 91.8 percent of the respondents felt that the development of their intergenerational program depended upon the collaboration.

Table 7

Staff's perceptions of the extent to which the establishment of their intergenerational programs depended upon collaboration with another agency (N = 61)

Response category	#	%
Greatly dependent	41	67.2
Somewhat dependent	15	24.6
Not dependent	2	3.3
No Response	3	4.9

Objective 4

The fourth objective of the project was "to contribute to older adults' feelings of well-being through their involvement as support persons to young children."

Before going any further, it is appropriate to present some general information on the older adults who participated in the various intergenerational programs. As shown in Table 8, those who completed the questionnaire numbered 108 (representing approximately 30 different programs) with a mean age of 72.6 years. Of these, 91.7% were white, 5.6% black; 17.5% were males, 82.5% females. A majority of them (55.6%) were widowed, a majority (61.1%) had grandchildren, and 45.4% had at least a high school education.

Table 8

Demographic data on participating older adults (N = 108)

Characteristic	#	%
Race		
White	99	91.7
Black	6	5.6
No response	3	2.8
Sex		
Male	17	17.5
Female	80	82.5

Table 8 (Continued)

Characteristic	#	%
Marital status		
Widowed	60	55.6
Married	23	21.3
Single (never married)	17	15.3
Divorced	2	1.9
Parenthood		
Have children	77	71.3
Have grandchildren	66	61.1
Have greatgrandchildren	34	31.5
Education		
Grade school	37	34.3
High school	49	45.4
College	5	4.6
Graduate or professional school	3	2.8
No response	14	13.0
Age[a]		
(1) 50-54 years	2	1.9
(2) 55-59 years	0	0
(3) 60-64 years	9	8.3
(4) 65-69 years	26	24.1
(5) 70-75 years	29	26.9
(6) 76-80 years	13	12.0
(7) 81-85 years	13	12.0
(8) over 85 years	7	6.5
(9) No response	9	8.3

[a] Mean age = 72.61 years

The impact of the intergenerational programs on the older adults was assessed by the use of a Likert-type questionnaire that addressed various aspects of their well-being (see Appendix I). Table 9 shows that, in five aspects of well-being, the percentages of the older adults who felt there had been a positive impact were higher than those who felt there had been no change. These aspects of well-being were (a) feeling of happiness (63.9%), (b) amount of social contact (48.1%), (c) self-confidence (49.1%), (d) feeling of being valued (67.6%), and (e) life satisfaction (54.6%).

Table 9

Older adults' reports on the impact of the intergenerational programs on their well-being. (N = 108)

	Response category			
Aspect of well-being	Better	No Change	Worse	N/A
Health	28 (25.9)[a]	71 (65.7)	1 (0.9)	8 (7.4)
Feeling of happiness	69 (63.9)	33 (30.6)	0 (0)	6 (5.6)
How well you get along with people	46 (42.6)	49 (45.4)	0 (0)	13 (12.0)
Amount of social contact	52 (48.1)	43 (39.8)	0 (0)	13 (12.0)
Self-confidence	53 (49.1)	43 (39.8)	0 (0)	12 (11.1)
Feeling of being valued	73 (67.6)	26 (24.1)	0 (0)	9 (8.3)
Life satisfaction	59 (54.6)	37 (34.3)	0 (0)	12 (11.1)

[a] Numbers in parentheses are percentages

In the questionnaire, the older adults were also asked about their experience in the intergenerational program. As shown in Table 10, 96.4% of them felt that their experience with the children was a worthwhile use of their time; 88% said they would continue participating in the program, and 95.4% said they would recommend the program to other older persons. Thus, a vast majority of the older persons seem to have had a positive experience in the intergenerational program.

Table 10

Older persons' perceptions of the intergenerational programs (N = 108)

Response	Category[a] Yes	No	No Response
Experience with children was a worthwhile use of time	103 (96.4)	0 (0)	5 (4.6)
Program benefited the children	96 (88.9)	0 (0)	12 (11.1)
Would continue participating	95 (88.0)	7 (6.5)	6 (5.6)
Would recommend program to others	103 (95.4)	1 (.9)	4 (3.7)

[a]Numbers in parentheses are percentages

In addition, the staff members involved in the intergenerational programs were asked about their perceptions of the impacts of the program on the older adults' well-being (see Appendix J). Table 11 shows that a plurality of staff members perceived positive impacts in three areas of well-being. The areas are social interaction within the environment, self-confidence, and happiness.

Table 11

Staff's perceptions of impacts of intergenerational programs on older adults' well-being (N = 69)

Area of well-being	Response category[a] Positive Change	No Change	Negative Change	No Response
Elders' physical health	10 (14.5)	30 (43.5)	1 (1.4)	28 (40.6)
Social interaction within the environment	45 (65.2)	8 (11.6)	1 (1.4)	15 (21.7)
Self-confidence	41 (59.4)	6 (8.7)	1 (1.4)	21 (30.4)
Happiness	57 (82.6)	3 (4.3)	0 (.0)	9 (13.0)

[a] Numbers in parentheses are percentages.

Objective 5

The fifth objective addressed by the project was: "to contribute to young children's growth and learning through the development of caring relationships between young children and older adults." The achievement of this objective was assessed by the use of questionnaires distributed to the staff and older persons who were asked about their perceptions of the impacts of the program on the children (see Appendices I and J). The questionnaire covered areas such as physical, cognitive, social, and emotional growth, as well as the children's general responses to the older persons.

Table 12 shows that 82.6% of the staff reported the children's responses to the older persons as positive, 11.6% as neither positive nor negative, and only 1.4% as negative. Thus, the majority of the staff described the children's responses to the older persons as positive.

Table 12

Staff's perceptions of children's responses to older adults (N = 69)

Category	#	%
Positive	57	82.6
Neither positive nor negative	8	11.6
Negative	1	1.4
No response	3	4.3

Table 13 shows that a majority (91.3%) of the staff reported that the children benefited from their interactions with the older persons. The staff also reported (Table 14) on various areas in which they judged the children as having benefited. These areas were learning (58.0%), behavior (42.0%), emotional growth (62.3%), and socialization (89.9%). Thus, beneficial effects to the children were reported in four areas by a plurality of the staff.

Table 13

Staff's responses to the question, "Did the children benefit from interacting with the older adults?" (N = 69)

Category	#	%
Yes	63	91.3
No	1	1.4
Undecided	5	7.2

Table 14

Areas in which staff judged children as having benefited (N = 69)

Area	#	%
Learning	40	58.0
Behavior	29	42.0
Emotional growth	43	62.3
Socialization	62	89.9

As shown in Table 15, 60.9% of the staff reported that the children shared their experiences with their families. This seems to support the report that the children responded positively to the older persons.

Table 15

Staff's reports on whether the children shared their experiences with their families (N = 69)

Category	#	%
Yes	42	60.9
No	6	8.7
Not sure	21	30.4

Table 16

Staff's reports on impacts on day-care children (N = 61)

	Response category[a]			
Area	Positive Change	No Change	Negative Change	Not Applicable
Talking ability	43 (70.5)	13 (21.3)	0 (0)	5 (8.2)
Reading ability	4 (6.6)	13 (21.3)	1 (1.6)	43 (70.5)
Spelling	2 (3.3)	12 (19.7)	1 (1.6)	46 (75.4)
Vocabulary	29 (47.5)	15 (24.6)	1 (1.6)	16 (26.2)
Interest in drawing and painting	28 (45.9)	18 (29.5)	0 (0)	15 (24.6)
Interest in numbers	8 (13.1)	21 (34.4)	0 (0)	32 (52.5)
Interest in puzzles	23 (37.3)	21 (34.4)	0 (0)	17 (27.9)
Problem solving	22 (36.1)	19 (31.1)	0 (0)	10 (16.4)
Manipulative skills	27 (44.3)	21 (34.4)	0 (0)	13 (21.3)

Table 16 (Continued)

Area	Response category[a] Positive Change	No Change	Negative Change	Not Applicable
Socialization	40 (65.6)	13 (21.3)	0 (0)	8 (13.1)
Self-discipline	29 (47.5)	25 (41.0)	0 (0)	7 (11.5)
Orderliness	32 (52.5)	18 (30.0)	0 (0)	11 (18.0)
Fighting	16 (26.2)	30 (49.2)	1 (1.6)	14 (23.0)
General behavior	35 (57.4)	17 (27.9)	1 (1.6)	8 (13.1)
Attention span	34 (55.7)	19 (31.1)	0 (0)	8 (13.1)
Conforming with routines	30 (49.2)	19 (31.1)	0 (0)	12 (19.7)
Interest in older people	55 (90.2)	5 (8.2)	0 (0)	1 (1.6)
Self-concept	39 (63.9)	17 (27.9)	0 (0)	5 (8.2)
Self-feeding	11 (18.0)	24 (39.3)	0 (0)	26 (42.6)
Toilet training	7 (11.5)	24 (39.3)	0 (0)	30 (49.2)
Crying	17 (27.9)	24 (39.3)	0 (0)	20 (32.8)
Physical exercise	14 (23.0)	25 (42.0)	0 (0)	22 (36.1)
General physical activity	21 (34.4)	22 (36.1)	0 (0)	18 (29.5)

[a] Numbers in parentheses are percentages.

The staff of child care centers were asked to assess the impacts of the program on the young children in 23 areas. As shown in Table 16, either a

plurality or majority of staff reported positive changes in the following 12 areas: (1) talking ability, (2) vocabulary, (3) interest in drawing and painting, (4) manipulative skills, (5) socialization, (6) self-discipline, (7) orderliness, (8) general behavior, (9) attention span, (10) conforming with routines, (11) interest in older people, and (12) self-concept.

The older adults were also asked whether they felt the children benefited from the program. As shown in Table 10, a vast majority (88.9%) of the older adults said that the program was beneficial to the children. This percentage of older adults is very close to the percentage of staff (91.3%) responding to the same question (Table 13).

DISCUSSION AND RECOMMENDATIONS

As the evaluation results presented in the preceding section indicate, this project has been very successful in achieving each of its objectives. The two-day training workshops were well-received and resulted in a highly significant improvement in the participants' knowledge about intergenerational programs and program development. The target of fifty intergenerational programs was easily exceeded. The cooperation among staff from the aging and child care networks proved to be an important factor in contributing to the development of new intergenerational programs. Agencies serving older persons or children and youth which had previously been interested in intergenerational programming now found a group of children and youth or older adults, respectively, with whom to collaborate. By approaching the program implementation responsibilities collaboratively, both agencies were able to achieve the program results which eluded their separate, isolated efforts. Finally, the intergenerational programs which were the result of these collaborations are contributing to the older participants' feelings of well-being and to the children's growth and learning. The caring relationships which are forming between the older adults and children are serving to reinforce the commitment of the staff who dedicated their energy to develop these intergenerational programs.

To help understand the reasons for this success, it is appropriate to begin with an examination of the two-day training workshops which constituted the centerpiece of this project. First of all, the training was planned for staff from both the aging and child care networks, and a systematic attempt was made to match aging and child care agencies prior to the actual training. In this way the staff from the agencies which would collaborate on implementing the intergenerational program were able to forge their relationships beginning with the training. To facilitate the development of these relationships, training activities were planned which assisted the participants in recognizing the complementary nature of their respective interests in intergenerational programs.

With its emphasis on developing realistic plans, the training also helped the participants to provide a specific focus and direction for their ideas. Frequently, the participants were advised to scale down the scope of their ideas to a more manageable level, to plan small programs that would stand the best chance of succeeding, and to build upon this success. This strategy proved to be an important one in further cementing the interagency collaborations. With a program's goals kept within reasonable expectations,

the collaborating staff were able to experience success which contributed to their confidence in expanding their program and working toward the realization of the larger program they originally had in mind.

The detailed program planning process which formed the heart of the training program, moreover, constantly urged the participants to define what needed to be done, who would be responsible for doing it, and when it should be accomplished. In this way the participants systematically provided detail to their understanding of their roles and responsibilities as well as the roles and responsibilities of their counterparts from the cooperating agencies. This procedure helped the participants to reduce the sometimes overwhelming problem of developing a new program to more manageable dimensions by identifying specific tasks which they felt competent to undertake.

In addition to the training workshops, two other activities of this project made a significant contribution to its success. Ongoing support was provided to the training participants in the form of periodic telephone calls from the project staff and two follow-up workshops. The telephone calls were important in providing individual assistance to the participants and in giving the participants an opportunity to report their successes. This periodic contact also communicated to the participants that the project staff were interested in and concerned about the participants' progress and encouraged them to make a serious attempt to implement their plans.

The follow-up workshops provided another link in building a support system for the project participants. At these workshops, the participants shared accounts of their progress, describing their successes and the obstacles with which they must contend. Attention was then focused on group problem solving to provide alternative strategies to cope with the obstacles. In this way the source of continuing support was slowly shifted from the project staff to the local network of participants in each of the regions of Pennsylvania in which the training and follow-up workshops were conducted. The success of this strategy has already been seen in Northwestern Pennsylvania where the project participants have established a schedule of support meetings for themselves.

Based on the success of this project and this analysis of some of the contributing factors to that success, the following recommendations are offered to other systems which are considering the replication of this model.

1. Involve decision-makers at the participating agencies from the outset to establish a supportive climate within the agencies for intergenerational program development and to ensure that they understand the expectations of their agency.

2. Provide adequate preparation and planning time to ensure that pairs of agencies--serving young children and older adults--participate in the project.

3. Emphasize the development of intergenerational programs by cooperating teams of staff from agencies serving young children and serving older adults in which each staff person has complementary roles and responsibilities.

4. Present a systematic program implementation model which breaks the procedures down into conceptually discrete, manageable activities.

5. Provide systematic follow-up support for the participants to help them with problems and maintain their commitment to develop intergenerational programs.

6. Develop a strategy to support the establishment of local or regional networks of agencies involved in intergenerational program development.

In conclusion, it was clearly demonstrated that the approach undertaken in this project provides an effective model for enabling the establishment of cooperatively developed intergenerational programs on a statewide basis. The training provided by Generations Together, moreover, served to motivate the participants and prepare them to develop their own programs with ongoing, follow-up support.

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APPENDIX A

Developing Intergenerational Programs Jointly with the Aging and Child Care Networks in Pennsylvania

PROGRAM ANNOUNCEMENT

Generations Together, a program at the University of Pittsburgh, has received a grant award from the Department of Health and Human Services to work with professionals from the aging and child care networks throughout Pennsylvania in developing intergenerational programs involving young children and older adults. The ultimate goals of this program are: to contribute to older adults' feelings of well-being through their involvement as support persons to young children, and to contribute to young children's growth and learning through the development of caring relationships between the young children and older adults. To accomplish these goals, Generations Together will offer training and support to staff from agencies in Pennsylvania that serve young children and older people -- at no cost to the participants or their agencies.

Training Content

The content for the 2-day training includes:

- rationale for and benefits of intergenerational programs
- varieties of intergenerational programs
- strategies for introducing the concept of intergenerational programs to other agency staff and to potential older adult participants
- program implementation planning
- roles of older volunteers and participating staff
- orientation and training of participants
- development of older volunteer-child care staff teams
- support and recognition of older volunteers and staff
- program assessment

The outcome of the training will be the preparation of written plans that address: a) what needs to be done; b) who will do it: and c) when it will occur. The participants will also have learned the content and practiced the skills needed to implement their plans.

Training Schedule and Location

The 2-day training will be held in each of the following 5 geographical areas of Pennsylvania.

Region	Projected Location	Dates
Central PA	Harrisburg	January 10 & 11, 1984
Southeastern PA	Kennett Square	January 24 & 25, 1984
Northeastern PA	Wilkes-Barre	February 7 & 8, 1984
Southwestern PA	Monessen	February 21 & 22, 1984
Northwestern PA	Erie	March 6 & 7, 1984

Participation

This program is intended for staff representing such aging and child care network agencies as:

- senior centers
- senior citizen housing sites
- nursing homes
- day care centers
- infant-toddler programs
- head start programs

etc.

The criteria for determining participants include:

- interest in intergenerational programs
- initiative in implementing new programs
- interest in collaborating with staff from other community agencies
- willingness to devote the necessary time to participate in training and subsequently to implement the intergenerational program plans

Inquiries about this program may be addressed to:

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Generations Together
600A Thackeray Hall
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Pittsburgh, PA 15260

USE THE FORM BELOW TO NOMINATE YOURSELF OR A COLLEAGUE TO PARTICIPATE IN THIS PROGRAM

- - - - - - - - - - - - - - - - - -detach here- -

Name _____ Position _____

Address _____ Agency _____

_____ Telephone _____

Training Region ___ Central ___ Southeast ___ Northeast

___ Southwest ___ Northwest

A counterpart child care/aging network agency serving the same community as my agency is: (Please provide name, address, telephone number, and contact person.)

_____

_____

_____

Please return to Generations Together by January 6, 1984.

APPENDIX B

Lists of Participants

TRAINING WORKSHOP

Developing Intergenerational Programs Jointly
with the Aging and Child Care Networks in Pennsylvania

January 10 and 11, 1984
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TRAINING WORKSHOP
Developing Intergenerational Programs Jointly
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February 7 and 8, 1984
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TRAINING WORKSHOP

Developing Intergenerational Programs Jointly
with the Aging and Child Care Networks in Pennsylvania

March 6 and 7, 1984
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TRAINING WORKSHOP

Developing Intergenerational Programs Jointly
with the Aging and Child Care Networks in Pennsylvania

January 24 and 25, 1984
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TRAINING WORKSHOP

Developing Intergenerational Programs Jointly
with the Aging and Child Care Networks in Pennsylvania

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APPENDIX C

Training Workshop Agenda

TRAINING WORKSHOP AGENDA

Day 1

9:30 - 9:50 Registration and Pre-Test

HANDOUT: Pre-Test

9:50 - 10:00 Overview of Project and Objectives for Training

HANDOUT: Workshop Agenda

10:00 - 10:15 Introduction of Participants
- Name - Agency - Expectations

10:15 - 11:00 Background, Rationale, and Benefits of Intergenerational Programs

- definition of intergenerational programs
- long range impact on society
- short term impact on participants

HANDOUTS: Charting the Grandperson Galaxy
Reflections (Regina)
Intergenerational Education: Young and Old Together
The Impact of Intergenerational Programs on Children's Growth and Older Person's Life Satisfaction
Seniors Are Growing, But Not Old
Needs and Benefits Worksheet
Memorandum from Gorham Black
Selected Bibliography

11:00 - 11:15 BREAK

11:15 - 11:30 Overview of the Child Care Network and the Aging Network

HANDOUT: Partial Listing of Agency Contacts

11:30 - 11:45 Slide/Tape Presentation of the Adopted Grandparents Program

11:45 - 12:15 Criteria for Effective Intergenerational Programs

HANDOUT: Universal Characteristics of Successful Intergenerational Programs

12:15 - 1:15 LUNCH BREAK

1:15 - 2:15 Activities for Intergenerational Programs

- Young Children with Active Older People
- Young Children with Frail Elders

HANDOUTS: Possible Activities for Intergenerational Programs Worksheet
Silver Threads Among the Gold
Instant Grandchildren
Bridge Between Nursery School and Nursing Home
(Refer to Ginnane's Paper)

2:15 - 2:45 Program Goal(s), Activities, and Collaborators

HANDOUT: Developing Intergenerational Programs/ Problem Solving Questionnaire

2:45 - 3:00 Obtaining Agency Approvals

3:00 - 3:15 BREAK

3:15 - 4:15 Planning Recruitment

- Complete Questions 1, 3, 5
- Role Play Scenarios for Questions 2, 4
- Recruitment Guidelines

HANDOUTS: Planning a Strategy for Recruitment of Volunteers

4:15 - 4:30 Closure to Day 1 and Announcements

DAY 2

9:30 - 11:00 Planning for Orientation and Training of Participants

HANDOUTS: Problem Solving Questionnaire
Preparation of Participants Worksheet
Effective Ways to Work with Children
Effective Ways to Work with Volunteers
Guidelines for Volunteering

11:00 - 11:15 BREAK

11:15 - 12:15 Anticipating Maintenance and Support Needs

HANDOUT: Problem Solving Questionnaire

12:15 - 1:30 LUNCH BREAK

1:30 - 1:45	Preparing Evaluation Strategies
	HANDOUT: Problem Solving Questionnaire
1:45 - 2:30	Funding Concerns: Costs and Resources
	HANDOUT: Problem Solving Questionnaire
2:30 - 3:00	Open Problem Solving
3:00 - 3:15	BREAK
3:15 - 3:45	Preparation of a Working Plan
	HANDOUT: Projected Plan for Program Implementation
3:45 - 4:15	Post-Test and Evaluation
	HANDOUT: Post-Test
4:15 - 4:30	Closure to Day 2 and Announcements

GENERATIONS TOGETHER
Senior Citizen School Volunteer Program
Senior Citizen Artists' Resource Program
Senior Center Intergenerational Program
Curriculum on Aging Program
Service-Learning Programs

Training Workshop Handouts

Developing Intergenerational Programs Jointly with the Aging and Child Care Networks in Pennsylvania

Overview of Workshop Agenda

Day 1
Morning

- Registration and Pre-Workshop Questionnaire
- Overview of Project and Objectives for Workshop
- Background and Rationale for Intergenerational Programs
- The Adopted Grandparents Program
- Criteria for Successful Intergenerational Programs

Afternoon

- Activities for Intergenerational Programs
- Identification of Specific Goals and Activities
- Agency Program Approval and Support
- Recruitment of Participants (Staff, Children, Elders)

Day 2
Morning

- Orientation and Training of Participants
- Maintenance and Support Needs

Afternoon

- Program Evaluation Strategies
- Funding Concerns: Costs and Resources
- Any Other Problems
- Preparation of a Working Plan
- Post-Workshop Questionnaire
- Closure and Announcements

Martha Mehta

Charting the Grandperson Galaxy

Human treasure may be sitting alone in a room at the end of a bus line – but within reach of the neighborhood school. Teaching-Learning Communities of Ann Arbor, Michigan, has found this treasure – 125 volunteers now teaching in 16 schools. The results are enormously gratifying.

When he said, "We are all starfolk," Carl Sagan was suggesting that there is a "cosmic connection" which links us to the unexplored galaxies of an expanding universe. The potential for finding intelligent "kin" on a distant star keeps us inventing new ways to unlock the heavens. Our manipulation of telescopes, radio waves, deep-dish scanning, and computer analysis makes it possible to bridge light-years in minutes, and possibly "discover" the kin we can never actually meet.

Norman Cousins is more concerned that we invent new ways to discover humankind. In a *Saturday Review* editorial he writes, "We are wide-eyed in contemplating the possibility that life may exist elsewhere in the universe, but we wear blinders when contemplating the possibilities of life on earth." He reasons that "the main failure of education is that it has not prepared people to comprehend matters concerning human destiny" or that "the health of the human species depends on the realization by enough people that they are all connected to one another."

"Of millions of human beings who are unplugged from a decent existence in numberless ways," Cousins asks, "what of the 20 million Americans who have been unplugged from society at the age of 65? They have all the advantages that come from experience, they can produce at a high level, and many of them are in excellent health. No matter. Society has decreed that they shall be severed" from a productive role.

The Teaching-Learning Communities project (T-LC) in Ann Arbor's public schools is inventing new ways to plug the senior citizen back in. Currently, hundreds of children are "apprenticed" to 125 "grandpersons" actively involved in 16 schools. They come from single dwellings as well as nursing and retirement homes, are multi-ethnic, of every social background and occupation, and range in age from 60 to 87. Thus far the array of projects includes fine art, graphics, crafts, woodworking, carpentry, photography, film making, weaving, knitting, lace making, music, movement, reading, story telling, and also exchanging the gift of caring and experimenting together.

Although the philosophy and day-to-day functioning of the project have remained fairly constant since its inception nearly six years ago, the ramifications are now becoming so extensive that project innovator Carol Tice can offer shelter for both Sagan's and Cousins's concerns under the T-LC umbrella: Grandpersons are "new kin" that kids actually *can meet*. When grandpersons join with kids, a creative connection is formed which moves both backward and forward through time. This new "community" becomes an "extended family" in the neighborhood school, giving the children craftsmanship skills plus a human and historical connection. And it offers the grandpersons a contributing role. According to Tice, "Creativity is expressed through the rhythm of learning where it meets life." Many new skills are mastered, with significant positive influence on learning in general.

T-LC started when Tice was an art teacher who wanted to find out what senior citizens could offer in her classrooms. She recruited a few and personally transported them from school to school, following a very hectic schedule. Recently, one of those volunteers, now 82 years old and still with the program, looked back nostalgically to the pioneer days of T-LC and asked, "When are we going to go galloping all over town again the way we used to?" Two years and many miles later, the Ann Arbor School District received a Title III grant to put together a staff to develop and test the idea on a larger scale. Currently, T-LC is in its second grant period with $130,000, a staff of five, a number of aides, and a team of external evaluators. Carol Tice, who thinks of herself as the person who "composes the whole," is still in charge of galloping, but now it's the project itself which is on the move, doubling in size from year to year.

Goals and Grandpersons

Initially, the goal was to establish laboratory settings in the school art program, using senior citizens as support teams to foster children's skills in creative, constructive, and critical thinking. The seniors would work primarily in areas of the arts and craftsmanship, with possible expansion to other areas of competence.

MARTHA MEHTA is a creative writing aide for Teaching-Learning Communities, Ann Arbor, Mich. Winner of the University of Michigan's Avery Hopwood Prize in writing, her articles have appeared in the Christian Science Monitor, American Music Teacher, *and numerous other publications.*

Art was chosen because "the essence of art is integration, a bringing together of concrete materials which can be touched, moved, taken apart, and put together in new ways. Art skills can also be used to appropriate knowledge in areas of the basic curriculum, such as reading, mathematics, science, and social studies, and therefore bridge all aspects of the curriculum." In addition, an immediate feeling for diverse cultures, ethnic groups, and living history can be experienced through the personal symbols, folk art, and customs carried into the classrooms by the grandpersons. This has been dramatically demonstrated by T-LC's most recent innovation, a minicourse in Chinese language and culture successfully led by four elderly Chinese (non-English-speaking) women. The children are using brush and ink for Chinese calligraphy and have learned, among many other aspects of Chinese culture, to write and recognize many words and symbols. In these apprenticeship situations, the tangible products, be they door knockers, puzzles, hooked rugs, chopsticks, map reading, or interesting memories, are simply part of an ongoing process of skill mastery and creative thinking.

Recently a 10-year-old boy, working on his eleventh row of knitting, confided: "They don't knit like this in Germany." How do you know? he was asked. "My mother came from there, and she casts on double." Why do they do it that way? "Because they usually use just one round needle." As the period progressed, the boy dropped a stitch or two and was helped by his patient and observant grandperson, who was also helping four other knitters, all boys, seated comfortably around a table. When the bell rang to leave, the boy leaned over to his mentor and said, "I just love learning." Transfer of positive attitudes from successful T-LC activities to learning in general is observed so frequently that the T-LC staff can confidently claim: Something is clicking in that situation besides knitting needles.

Charting the Unknown

It was only natural that a certain amount of healthy skepticism existed at first about whether older citizens and schoolchildren would "get along" together. T-LC started at a time when some senior groups and youth groups in Ann Arbor were in conflict concerning the use of certain city recreational facilities. Since the youth of the city had an extensive recreational program and extensive facilities were available, seniors were determined to get a better share of some of the facilities. The staking of claims by rival groups was not always gentle. Therefore, even educators who favored exploring the idea of integrating seniors into the schools worried that this controversy might spill over into the T-LC concept. Another worry expressed at the beginning was, Are senior citizens creative? The implication was that they are not. Still another potentially tricky question: How do you screen senior citizens for participation?

None of these turned out to be legitimate concerns. Grandpersons and children can and do hit it off immediately, whether or not there is a group conflict at another level of power. The screening question was also solved simply: The seniors would be self-screening, simply saying yes or no when asked. Instead of placing institutional filters between the problem and the solution, the planners allowed "will to participate" to become the sol criterion for selection. Later dat showed that will and attitude are the keys to successful participation, not health and mobility, as might have been expected. By the time the project w blessed with Title III funds, these que tions, at least, had been answered.

As for the creativity question, Tice and her staff are motivated by the belief that "each person has his own native light, often lodged just short of expression, only needing a 'connection,' a stimulus. T-LC was meant to be the invisible door to that connection." But, if worse came to worst and that door was harder to open than she imagined, grandpersons would be no less creative

"Art was chosen because 'the essence of art is integration, a bringing together of concrete materials which can t touched, moved, taken apart, and p together in new ways.' "

Here Mrs. Helene Schwartz, for whom art has been a lifelong avocation, teaches the use of watercolors.

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han any other segment of society, hich includes teachers, administrators, id kids.

On this score, too, the facts are now n: Grandpersons take readily to new naterials and ideas. They impart craftsnanship skills in a way that children ike and respect. In one three-month eriod, 246 projects were completed sing 32 different types of art media anging from oil pastels to clay, styrooam, balsa wood, tongue depressors, lywood, film, and potting soil. Among ools used were brushes and palettes, nitting needles and looms, jigsaws and and saws, cameras and video equipnent, flower pots and garden tools. ome forgotten arts, such as lace makng, were rediscovered. Puzzles were esigned and made from wood with lizzying inventiveness. Some products, uch as the hooked rugs, are just plain eautiful. Others, such as the "toast etrieval system" made from two tongue epressors, deserve a patent.

Two Keys to Creativity

Tice and the T-LC curriculum pecialist, Mary Critchell, feel there are wo keys which govern the invisible loor to such creativity. One is stated egatively: "There can be no single nodel for integrating grandpersons into he classroom." Each grandperson and ach teacher with each small group of hildren form an individual lab setting. The teacher takes the initiative for nviting senior citizen participation. Then, through friendly, informal conersation, specific activities are chosen ccording to the skills of the volunteers. The age of the student group and its size nd contact frequency are adjusted to uit the grandpersons. Some prefer ounger, some older elementary chilren. Some can easily handle mixed ges. Some work easily with teenagers – and even become a part of that eer group. Some sit quietly and let the hildren come to them. Others take the nitiative to organize a group around an ctivity. The size of the student group must also be adjusted to the activity tself. For example, knitting can be upervised best in groups no larger than ive. Woodwork using a jigsaw also equires a small group, whereas gardening and flower arranging can be done with 10 children. Each lab setting requires fine tuning. Most T-LC grandpersons are in the schools for half-day periods once or twice a week.

The second important key, and one that is especially close to the heart of Mary Critchell, is that "grandpersons must be seen as 'givers' who help us rescue the wisdom and values contained in our culture through a relationship across the *living generations*. Seniors are people with a storehouse of skills and wonderful experiences to be imparted. They are never viewed as worn-out relics who need to be ministered to nor as aides to carry out a teacher's projects."

Without these keys, seniors are merely seniors, retired people over 65. With these keys, you gain passage to that "native light," you get the real Mr. Quinn, the individual who pulls his car into the school parking lot before the school buses arrive in the morning because a child told him, "I feel great about school when I see your car in the parking lot." You get Grandpa Curley (Bell), who had always wanted to make puppets but had never had the opportunity as a child nor the time as an adult, now creating a menagerie of characters with a group of young puppeteers. And you get Mr. Stoll, who answered, "It depends on what the bird needs to see," when asked by a child who was painting a woodpecker, "Is the eye in the right place?" The ensuing conversation balanced on a keen metaphysical edge – was the eye expressing birdness or boyness? Would the inside be looking out or the outside looking in? The exchange was brief, witty, and deep.

Given the variety of things to do and the personal attention offered, it is no surprise that children respond positively, calling their grandpersons "funner, wonderful people." Still, the degree of positive response, tabulated at 98% by evaluator James Doyle (measuring responses in the areas of knowing, feeling, and acting), is beyond expectations and leads one to conclude that seniors are making an important contribution.

Other specific outcomes:

– Worthwhile relationships begin to form almost immediately.

– Decision making becomes more meaningful because it occurs within the context of relationships.

– Children learn many new skills and see projects through to completion.

– Seniors spontaneously initiate oral history.

– Teachers benefit from classroom enrichment through the skills learned.

– Seniors learn new skills also and rediscover old ones.

– Children achieve a new sense of time and continuity of life.

– Children experience cultural plurality.

– Parents report greater enthusiasm from their children toward school.

– Children sense a need for and demonstrate respectful behavior.

– A new form of kinship and community develops.

The Contributing Network

Since the T-LC program is voluntary at every level, those teachers and principals who choose to get their schools involved usually do so with attitudes ranging from hopeful to enthusiastic, saying about grandpersons, "We just like them." It was in response to requests from teachers and principals that the focus on art and craft activities was broadened to include all of those areas mentioned earlier.

People like Bob Stevenson, principal of Pittsfield School where the project originated and has its headquarters, embody in themselves what kinship and community mean: giving, sharing, communicating, relating. Milton Riggs, principal of Eberwhite School, calls himself "a scrounger for my school." The jigsaw in his school basement came from his own workshop and the huge supply of plywood, two-by-fours, and other essential lumber came from anonymous donors whom he recruits for his school.

Equally important to the project's life within the structure of the school system has been the accommodation of T-LC as an alternative learning situation by art coordinator Ruth Beatty. At the same time, she guards the excellence of the district's art program, which is recognized widely through student exhibits as one of the best in the state. Harry Howard, superintendent of schools, says, "Children learning from grandparents and grandparents thriving on such a relationship may be 'innovative' in the formal sense of the word. However, the concepts embodied in T-LC are virtually timeless. Almost by definition, it had to work."

Michigan's Governor William G. Milliken has suggested T-LC as a model for other communities in the state interested in harvesting the accomplishments of the aging. Science educator Robert Samples has given workshops for T-LC, and negotiations are under way to involve ethno-musicologist Alan Lomax next year. The project has also benefited from consultation with a number of professors and specialists from nearby universities.

But this network of positive attitudes would have little chance of succeeding if logistical networks were not capable of

The T-LC project has produced two unexpected bonuses: Hyperactive children calm down and the health of grandpersons improves.

Here Eck Stanger, a retired news photographer, helps one of his apprentices in film and photography.

solving some of the practical problems. The transport of 125 volunteers to 16 schools in different shifts, in Michigan weather, over streets which have a way of strewing potholes democratically in the way of all travelers, could be mind-boggling (and bone-rattling) to the weak-hearted. Fortunately, the Retired Senior Volunteer Program (RSVP), federally funded in part by ACTION and supported locally by foundations, service groups, and individuals, is able to provide transportation by taxi or van as a service to T-LC participants. If a grandperson drives his or her own car, the gas mileage can be refunded. RSVP also provides funds for hot lunches when needed and offers health and liability insurance coverage to participating members. The latter is most important, both to seniors themselves and to the school district. Thus far, no T-LC grandperson has been involved in an accident or submitted an insurance claim. Without RSVP this network of support services would be difficult to duplicate on a large scale.

New Frontiers

When you keep opening doors, you keep moving to new frontiers, some of which are not expected. Two unexpected bonuses are now the subject of considerable excitement. It would appear from numerous reports and observations over a period of years that 1) hyperactive children are noticeably calmer when working under grandperson supervision, and 2) the health of grandpersons improves and they need less medication when serving as active T-LC members.

Teachers, principals, parents, and visitors have repeatedly called attention to the unusual "cure" that a grandperson had spontaneously effected with a hyperactive child. On the other side of the coin, social workers and nursing home and retirement home directors have reported marked improvements in the health of many T-LC seniors. For example, one volunteer who could barely move across the room a year ago now arrives from her nursing home pushing the wheelchair of another volunteer. Both of these phenomena are now being built into project evaluation.

An exemplary project attempting to introduce a new program needs a large and varied sample if we are to initiate, test, evaluate, and think about the results, then provide defensible data and sensitive guidelines for others. Evaluator James Doyle and the T-LC staff distinguish between T-LC as a major project and the type of individual T-LCs that districts can undertake without major project expenses. According to Doyle, individual teachers can be "digging for human treasure that may be hidden just around the corner, at the end of a bus line, sitting alone in a room, looking out on the world from behind a curtain, all within reach of the neighborhood school." The individual teacher can explore his own neighborhood, build his own "extended family," and reap the same benefits that this project is examining on a larger scale. T-LC has explored in a test setting literally hundreds of questions and ideas suggested by participants as well as by professors, gerontologists, anthropologists, and educators. Thus the larger responsibility of T-LC is to share defensible data and sensitive guidelines so that other districts need not secure large sums of money in order to establish a grandperson connection.

T-LC is a way to move back and forth through time without telescopes, deep-dish scanners, and computer technology. You can't cuddle up to a radio wave, no matter how brilliant its signal from a distant star. Tice and T-LC would agree with Norman Cousins that only by "connecting" with others here on earth can we illuminate our inner frontier and shed light on the human concerns of our time. □

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Intergenerational Education: Young and Old Learning Together

by Patrick Ginnane

We must bridge the gap of young and old by encouraging alternate forms of social organization to supplement the family structure from which young and old are often withdrawn.
White House Conference on Aging, 1971

Although teaching, caring for the young, and passing on important cultural values are traditional roles for older people in many societies, in our modern mobile world children and older people see each other infrequently. However, in schools and child care centers across the country, the traditional role is being reintroduced. It is called Intergenerational Education.

Intergenerational Education is based on the idea that it is natural for children and older people to be together. Older people are becoming important contributing staff members in a variety of child care and other educational programs. Older people are involved as volunteers and paid staff, with preschoolers and school-aged children, in small private nursery schools and large public school systems.

The number and variety of intergenerational programs is extensive and rapidly expanding. Elders work as paid staff in day care centers. Grandpersons volunteer to work with children in child care centers and elemen-

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Patrick Ginnane is Director of the Leo J. Ryan Intergenerational Child Care Center in South San Francisco, California. He will be coordinating a full-day pre-conference session on Intergenerational Education at the 1982 NAEYC Conference in Washington, D.C. on November 11 from 9 a.m. to 5 p.m. in the Shoreham Hotel.

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ıry schools. Centers have their children .sit nursing homes on a regular basis. ı some cases preschool programs have been ɔused in nursing homes. Three different ɔograms are described below, followed r some general suggestions on implementing ɪtergenerational programs.

.K. Yonge Lab School Adopted Grandparents Program, Gainesville, lorida

he Adopted Grandparents Program at P.K. onge School began in 1965. It was nitiated by early childhood teacher stoya Whitley. Her purpose was to ap the rich learning resource of the lderly for the six-, seven-, and eight- ear-old children in her classroom. She pproached the social director of the earby Hillhaven Convalescent Center with he idea of her young students visiting he nursing home's aged residents. In his informal fashion the "grand-mammy" f intergenerational programs had its eginnings 17 years ago.

Initially children visited only once or wice a week and wheeled "grandparents" o school for special occasions a couple f times a year. Now at least some of the hildren go every afternoon. It is a hoice each child is free to make after aving completed his school assignments or the day. Individual "grandparents" isit the school from time to time, and the entire group comes near the end of the school year.

In the beginning the elders were reluctant to be adopted. "They'll just go away and never come back just like everyone else." Although the individual children have changed, the children from Mrs. Whitley's classroom still visit everyday. The Adopted Grandparents Program has become an integral program component of both the school and the nursing home.

P.K. Yonge is the laboratory school for the University of Florida at Gainesville. It is funded as part of the University budget. Hillhaven Convalescent Hospital is a private non-profit corporation supported primarily through patient fees.

The Adopted Grandparents Program does not incur additional costs for either agency. It is part of the curriculum at the school and part of the activities program at the nursing home.

Although the administrative liaisons are informal, communication between the two programs is extensive and regular. The P.K. Yonge teacher/director and the Hillhaven activities director meet at the beginning of each school year and frequently throughout the year to plan and monitor the program. Staff from each program are welcome to sit in on each other's planning meetings. Plans for each visit include activities in which children and grandparents can share in groups as well as on a one-to-one basis. New parents are thoughtfully oriented to the program each fall. The children are introduced to the problems of the elderly--bedpans, wheelchairs, depression, disorientation, loneliness, strokes, heart attacks.

Ages of the "grandparents" average between 75 and 80, but over the years many have celebrated birthdays in the 90's and one gentleman recently turned 101. All the "grandparents" are in residence because they are not able to care for themselves physically. Nor are their families--for those who have families--able to take on the responsibility for their care. One is blind. One must be fed. A stroke has robbed one of speech. Control of elimination is limited for some and non-functioning for others.

Nevertheless, the program rejects a "do good" orientation. The old people are not objects of pity but esteemed friends. They are on the giving as well as the receiving end of transactions.

The children bring their "grandparents" their youthful enthusiasm, read their mail to them, write letters to them, read them stories. In one case, a stroke victim learned to speak again. Another paralyzed resident after four years of study received her high school diploma.

The "grandparents" bring their young friends that special serenity that even the frail elderly can provide, stories of

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the old days and old ways, even tutoring in reading for slow learners. For one disruptive child his "grandparent" seemed to have a remarkable stabilizing influence. Another child received the extra instruction needed to master first grade reading.

The program has intentionally remained small. Only 25 out of the 100 residents are "adopted." Although not everyone is involved, this size keeps the program manageable and intimate.

The director of the nursing home reports that the interaction with the children causes the "adopted grandparents" to show more interest in their appearance, to have better appetites, and to complain less. The symptoms of depression vanish, replaced by an enhanced self-esteem.

The teachers report that the children demonstrate a deep sense of loving, caring and helping in their relationships with their "adopted grandparents" as well as an increased understanding and acceptance of the aging process. Recently a young woman who attended P.K. Yonge over a decade ago returned to renew the important experience that she had there as a child. A research study conducted during the 1974-1975 school year showed only a small and statistically insignificant difference in the children's attitudes toward the elderly, but Mrs. Whitley feels certain that the benefits of the education of the spirit which the Adopted Grandparents Program, and other programs like it, provide have left intangible but profound marks on the hearts and minds of all those it has touched.

The Elvirita Lewis Foundation's Intergenerational Child Care Centers, Santa Cruz and South San Francisco, California

The Elvirita Lewis Foundation is a private non-profit corporation that sponsors a variety of programs for older people. These programs are dedicated to independence and continued community involvement for older adults. Foundation staff members felt that an intergenerational child care center would exemplify these ideals and also provide a needed community service. In cooperation with the Santa Cruz City schools, the Foundation developed a grant proposal which was funded by the California Department of Education in 1976 under the Innovative Child Care Act. The center opened in November of that year with three elders and six children in an unused elementary school building. Now in a new facility designed for the needs of all ages, the center serves 30 children and 20 part-time elderly participants.

In 1979 the California Legislature passed the Intergenerational Child Care Act. This legislation established a three-year pilot project in which child care services were to be provided in programs staffed by elder aides. The Elvirita Lewis Foundation was selected to develop one of these centers. On April 18, 1980, the Leo J. Ryan Memorial Intergenerational Child Care Center was opened in an unused kindergarten classroom in the South San Francisco Unified School District. Today the center uses two rooms, has just completed construction on its own kitchen, and serves 40 children and 15 elder aides.

Funding for both centers is generated in a creative format combining public and private resources. The Department of Education grants are supplemented by in-kind donations from the local school districts (equipment loans, maintenance service, etc.) and Foundation support services (e.g. some clerical and public relations support), and donations from private individuals and other foundations (such as the Ryan center's new kitchen). The use of each public dollar is thus maximized by going directly to the intended population, elders and young children.

Each center is administered by its own director with the Santa Cruz center's director also serving as the Foundation's Director of Intergenerational Child Care. As the two centers are 50 miles apart, communication is carried on by memo and frequent long distance phone calls. Regular site visits that facilitated the Ryan center's start up are no longer maintained. Communication with the

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entary school principal is informal, t occurs on a daily basis.

ll-time credentialed teachers supervise the program. Elders work as paid acher aides (starting at the minimum ge) in four hour shifts. Flexibility of heduling allows substitute aides to rk one to four days a week while permant aides work five days a week. A rich e-to-five staff to child ratio benefits th children and elders.

e all important training for the elder ides occurs primarily at weekly staff etings that include professional level esentations on child development and rly childhood education topics. In dition, each aide receives an initial entation and all staff attend the nual series of in-service workshops for e week each summer.

he elders involved have ranged in age om 55 to 75. They work directly with he 2½- to 5-year-old children enrolled n the program. Involvement with the hildren has added meaning and richness o the lives of all the elder aides. ne aide summed up her feelings by saying, 'It makes you feel you're useful, rather han sitting home feeling you're getting old."

he Ryan center was recently evaluated in report on the effectiveness of the ntergenerational pilot project. Parent atisfaction is indicated by the low turnover of families enrolled over the two ears of operation. Elder staff are dependable, motivated and hard-working as seen in low elder staff turnover figures. This creates a feeling of continuity and stability for parents and children. The number of children with special problems accepted and helped at the center also attests to the quality of care made available by the elders. For the elder aides themselves, part-time employment is important to their economic survival, just as contact with children enhances their emotional well-being. The presence of an intergenerational child care program not only provides a service to families, children, and staff, but also creates new perceptions of older people as active, contributing members of their communities.

The Leo J. Ryan Intergenerational Child Care Center is now funded on a permanent basis as part of the general state child care budget.

Generations Day Care, Buffalo, Minnesota

For years, John Thompson, the administrator of the Wright County Retirement Center, had watched busloads of children arrive for their annual visit, parade past the residents in awe, give a brief performance, parade out and leave. He liked what he saw, but felt there was not enough real contact between residents and children and that one day a year was not enough. In 1979 he came up with a simple solution—open a day care center in the nursing home.

At just about the same time Buffalo's only day care center was closing. In addition, many nursing home employees had young children and needed some form of child care. When presented with the pressing community need, the potential benefits to employees, and the fact that no major remodeling would be necessary, the nursing home board gave its approval to the idea.

Six months later, in September, 1979, Generations Day Care, Inc. welcomed its first children. As Mr. Thompson enthusiastically puts it, "From day one, it was magical!"

Generations Day Care and the Wright County Retirement Center are separate non-profit corporations. Both are primarily supported by client fees. The retirement center provides free rent, utilities, and maintenance for the day care center. Each program has its own separate administration and staff, but cooperation and communication occur at all levels. Day care director Paulette Klatt attends all meetings of the nursing home department heads and sits in on resident care plan meetings. Each day care center employee is oriented to the nursing home's operation. The day care center and nursing home director conduct joint in-service seminars on geriatrics and intergenerational relationships for both staffs.

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The residents of the 154 bed nursing home are generally in their seventies and older. One resident was 103. All require skilled medical care. The children range in age from six weeks to 12 years. They can be enrolled on a full-time, half-time or drop-in basis. Forty-five children currently attend.

The children's classrooms and the residents' rooms are directly across from each other. The children and elders interact on a daily basis. Toddlers, preschoolers, elementary schoolers and the aged, like a big extended family, sing songs, exercise, read stories, go on picnics, and watch in-house movies together.

Spontaneous interactions occur as the children walk through the halls on their early morning greeting rounds. The infants in their porta-cribs get a special response, drawing many residents to their doors or even to the nursery to feed the babies their bottles. Regularly planned activities include baking, card bingo, making popcorn, sing-alongs, and exercise class. The recreational therapist points out that before kids joined in the program was poorly attended. "Now it's fun," she says. "The kids have so much enthusiasm and really get the people going."

The children's naturally accepting attitude has carried over to the elderly and disabled residents. Eighty-one-year-old Walter Kelley says, "Every morning the children come up and say, 'Hi, Gramps!' It makes you feel so good to have the children around." Some residents who saw staff infants come in at six weeks now watch them at 2½ walking, talking and pushing wheelchairs. A sense of family has developed.

Currently, staff children make up about one-half of the full-time day care enrollment— a statistic the nursing home director believes could be making a difference in employee turnover which went from 46% before the center opened to 23% two years later. Enrollment in the day care center is always full. There has been an extensive waiting list since the center was two months old.

In 1980 the Wright County Retirement Center received the Innovation of the Year Award from the American Association of Homes for the Aging. At this point, director Thompson would like to expand the center beyond its current limit. Such an expansion, however, would require an addition to the building--something that is not part of the retirement center's immediate future. Yet nursing home administrators from across the country have contacted Thompson for information about how to establish a day care program in their facilities. "There is no way I would want to limit thie thing," he enthuses. It seems there is no way he could.

Recommendations

From all these diverse programs, several issues emerge as keys to implementing a successful intergenerational program.

Respect for Elders. The basis for any successful intergenerational program is respect for the older people involved. Older people must be seen as valuable contributors, not just recipients of program benefits. Many programs seek out feedback from elder participants as part of a regular evaluation process. Older people know best their own needs and preferences. Whether through wages, stipends, or other formal and informal awards and rewards, elder participants need to know that their contributions are valued and appreciated.

Recruitment. Where does one find the older people to staff an intergenerational program? There are many existing programs for seniors that can assist in recruiting older workers: the American Association of Retired Persons (AARP), the American Retired Teachers Association (ART), the federal Agency on Aging (AOA), and the Retired Senior Volunteer Program (RSVP). All have chapters in most areas. Many communities also have senior centers. However, programs have found that people who participate in senior centers are often not the people who are interested in working with children. Large print newspaper ads and articles are helpful. Most effective of all is word of mouth

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the first older people involved tell ir friends.

mmity Support and Inter-Agency Coopera-n. As programs that serve two populations, ers and children, intergenerational pro-ms inevitably contact many other com-ity organizations in all phases of gram development from recruitment, to ding, to program implementation and luation. A conscientious effort is ded to develop, groom and maintain these es.

ogram Flexibility. Sufficient flexi-ity in program design and scheduling accomodate the special needs and terests of older people is also aracteristic of successful inter-nerational programs. Many older ople remain active and vigorous into eir seventies. They often have other ojects and activities that occupy their me. For older people who develop slight even severe physical disabilities, their titude and will to be involved can be re important than health and mobility. lexible, part-time scheduling is an portant consideration to all older ople.

raining. A solid initial orientation nd regular ongoing training for all articipants in an intergenerational ogram are crucial. Young staff need to e introduced to the needs and concerns f older people. Elder participants need raining in modern educational techniques n order to do a competent, professional job. Both groups at times require help in understanding each other and working ogether.

Program Maintenance and Expansion. Existing intergenerational programs are concerned with maintaining and/or expanding their programs. As public funding shrinks, many programs must diversify their funding base or face program cutbacks. At the same time, the interest in intergenerationalism is growing and many programs consider expansion. Many programs began as the brain-child of one dedicated individual and grew to the point where a larger sponsoring agency was needed to administer the program's rapid growth. Other programs were initially sponsored by a large non-profit organization but still depend on key individuals to keep them going. Some programs have chosen to stay small and offer support to other individuals interested in starting intergenerational projects. All are concerned with insuring their program's continuance and fostering the growth of the intergenerational movement.

Intergenerational education is a special way to provide quality child care and other educational experiences that benefits both the young and the old. Elders bring children love, patience, time and dedication. Children bring elders excitement, vitality, spontaneity, and more love. The bridges thus built between young and old link the rich heritage of our elders' past with the bright promise of our children's future.

For More Information

To obtain descriptions of additional intergenerational programs, as well as addresses for contacting a variety of programs, write to Patrick Ginnane, Leo J. Ryan Intergenerational Child Care Center, 1200 Miller, Room 1, San Francisco, CA 94080. Please enclose $1 to cover postage and printing.

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Seniors are growing, but not old; going to school keeps them young

By June Walter
staff writer

LEWISBURG — Getting old means getting to rock all day long. You just sit back and reminisce about things that happened years ago. You don't share any of your experiences, and you certainly don't keep in touch with today's happenings. You just get old. Right?

Tell that to members of the four-county area senior centers and they may just reminisce on the old method of tarring and feathering a bothersome person. Growing they may be. Old they aren't.

And to keep themselves young, the senior citizens are going back to school — and maybe teaching the teacher a thing or two.

A program was started in September 1977 by the Central Susquehanna Intermediate Unit to take basic adult education courses to the senior centers. It all started with a request from one of the centers to come and teach them the metric system. The program was taken to the six centers in Snyder and Union counties.

In operation for a year now, the program has expanded to include 20 senior centers in Snyder, Union, Montour, Northumberland and Columbia counties. Four teachers cover the area: Kay Price, Carol Welsh, Elizabeth Smith and Amber Goodlander. And the program has included not only metrics, but art history, psychology and crafts.

Steve Naugle coordinates the program from the CSIU's end, but the funding for any special projects is through the Area Agency on Aging. Naugle said funding is too strict on the CSIU, a part of the state Department of Education, to fund activities.

Naugle has been in the coordinator's seat for only six months. He said that, while he wants the program to continue, he'll have more definite ideas on what direction it should take after he gets a chance to visit each center.

The classes are offered only for senior citizens to take if they wish. While one group has class, the rest of the center's members are pursuing some other project not related to the CSIU.

Amber Goodlander was available recently to discuss the courses she conducts at the Selinsgrove and New Columbia centers. From her observations, she finds that the elderly need an intellectual forum. "They don't need any more films or TV," she said.

Mrs. Goodlander said that sometimes interest is so strong in the subject that her planned programs fall by the wayside as the members delve further into an issue.

But Mrs. Goodlander also insists that her students communicate, too. She is teaching a poetry workshop at both centers and plans to publish an anthology of their work.

The workshop includes both the study of poets' works and also some poetry writing by the members. Mrs. Goodlander said her students could identify with the analogies of Robert Frost and, after the study of psychology, they understood T.S. Eliot's works better than many college students.

In line with the workshop, Mrs. Goodlander hopes the center will buy a subscription to a poetry magazine with the hopes that members will eventually become contributors to the publication.

An example of the poetry is a work by Pauline Hause of the New Columbia center. She wrote a poem entitled "Sunday Afternoon," which the class jointly worked on to improve. The final version is:

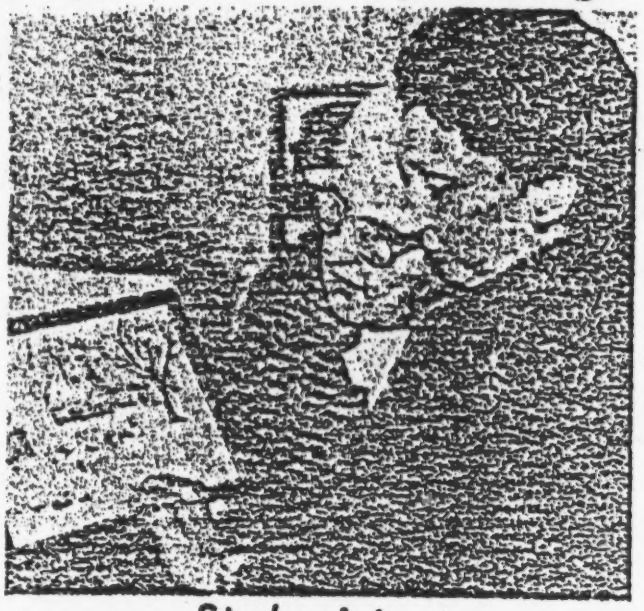
I took a stroll
Dandelions, violets
At my feet.
I saw a hole
A groundhog made
To nest her young,
To nest her young.
Sunshine dancing
On the water
Adder's tongue nearby
Garbage strewn
Beside the road
It made me cry.
It made me cry.

The repetition of the last two lines was influenced by Frost's style.

Mrs. Goodlander also asks the members to bring in articles on news items of general interest, and she said that after the mass suicide of the Jim Jones cult, the members discussed religions and cults.

Her approach is academic, and she tries to use the talents of those in her class to enrich the program. For example, the Selinsgrove class, which has about a dozen members, has a retired clinical psychologist. The members were interested in her work, and a psychology course was designed around her.

In addition to class instruction, the teachers have shown films, slide shows and toured area museums. And some of the centers' walls are decorated with paintings done by members in the art classes.



Study picture

Amber Goodlander, right, critiques a drawing by Pauline Hause, New Columbia. Mrs. Goodlander teaches the adult education program at the New Columbia and Selinsgrove centers. (Daily Item — June Walter)

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ERIC # PS013390

The Impact of Intergenerational Programs on Children's Growth and on Older Persons' Life Satisfaction

Presentation March 31, 1982

Symposium

"Innovations Within Educational Gerontology"

Sally Newman, Ph.D.
Director
GENERATIONS TOGETHER

At a time in our history when our country is beset with stress, it is encouraging to have an opportunity to share some ideas related to a growing national effort to make some new supportive connections between two major groups of Americans. There is currently in the United States a movement to increase intergenerational experiences between the young and old, experiences that foster cooperation, understanding, and friendship between the generations.

The historical validity of these intergenerational experiences is founded in the extended family which provided the context in which social learning, support, and nurturance passed from olders to youngers and from youngers to olders in an unending cycle. This unending cycle evolved within the extended family in which there was frequent and continuing interaction between the generations.

Within the last several decades we have seen a significant trend away from the extended family and the concomitant age-integrated society toward a nuclear family and age-segregated society. With the increasing prevalence of this nuclear family, opportunities for frequent interaction between young and old are diminishing. This trend which has resulted in fewer connections between the generations has an impact on attitudes of youth twoard aging and on older persons' feelings of life satisfaction.

Several studies in the 1960s have reported that older persons' decline in life satisfaction and younger persons' increase in negative sterotypes toward the aged and aging seem to be connected to the societal trend of separation between the generations. (Hickey, 1968; Seefeldt, 1977).

To counteract this trend intergenerational programs are being developed nationwide that provide for frequent and meaningful contact between young and old. These programs are designed to offset the decreasing opportunities

for youth and older persons within families to have consistent and frequent. interaction. This paper will report on a specific type of intergenerational program and its impact on the young and old participants, namely integenerational programs in schools.

Intergenerational programs in the nation's schools involve a community's young and old sharing experiences that yield mutual trust, learning, and understanding. Currently these programs involve approximately 100,000 older persons and several million children. They are in evidence in urban, suburban, and rural schools, and involve a community's senior citizens as volunteers supporting the social, emotional and academic growth of the young. Older persons serve as non-judgmental, non-evaluative resource persons performing an array of tasks that enhance the growth of the young and bring a unique enrichment to the school environment. As tutors to reinforce basic skills, as role models demonstrating unique interests or hobbies, as confidants to help young people solve personal problems, or as initiators of special enrichment activities, older volunteers motivate learning and enhance children's growth while developing meaningful friendships.

Anecdotal reports from these programs throughout the United States suggest that relationships are developing between children and older volunteers which seem to affect children's learning as well as their attitudes toward older people, and older persons' feelings of self-worth. Exemplary of this are these comments from a child and a senior citizen volunteer.

> Child: "I like you coming to this school. You make me feel good inside. I like you and your work, especially the graphs. I really appreciate you coming and helping all of us in math. You make Mondays a great day. You are our special friend."
>
> Volunteer: "At 65 my life has new meaning. I wake each day full of enthusiasm and excitement knowing that I will be of some value to some child and to some teacher."

In an effort quantitatively to report the effect of these programs on children and older persons, information is systematically being collected that describes their impact on both populations.

The data reported in this paper has been gathered by one representative intergenerational school program. In a series of studies carried out by this program the following questions were addressed:

- What is the effect on children's learning of the consistent presence of older volunteers in classrooms?
- What is the impact on children's views toward older persons of consistent interaction with older volunteers?
- What is the impact of the intergenerational programs on older persons' feelings of life satisfaction?

The program involved in compiling this information is the Senior Citizen School Volunteer Program (SCSVP)* which currently is developing intergenerational programs in schools in communities in Western Pennsylvania. Approximately 300 senior citizens, 350 teachers and 8,000 students in grades 1 - 12 are participating in this program that involves weekly interaction between the students and the senior citizens from the local community.

The SCSVP, which began in 1978, collects information each year on the program's impact. Through the use of questionnaires and logs, participating teachers report on the academic and social growth of students as it seems to relate to the presence of senior citizen volunteers. Similarly through the use of questionnaires, the volunteers report the impact of the school experience on their lives.

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* The SCSVP is one of the programs of Generations Together, a family of intergenerational programs based at the University of Pittsburgh.

Since the first reporting in June 1979 teachers have consistently observed a direct relationship between improved pupil performance and the presence of older volunteers. Typical of these reports is the following summary of the 1980-81 findings from 99 teacher logs and questionnaires. Of these teachers, 91% indicated that the senior citizen volunteer contributed to students' academic growth and 95% indicated that the volunteers contributed to pupils' social growth.

Teachers recorded that senior citizen volunteers worked in a variety of academic content areas, such as language arts, math, science and social studies, and as a result of their consistent support, there was significant pupil growth in comprehension, reading and math skills. Additionally, volunteers provided special enrichment in the classroom by supplementing the curriculum with activities related to their own hobbies, skills, and interest. Finally, the presence of the older volunteer seemed to effect the overall calssroom behavior with a majority of teachers indicating a significant reduction in discipline problems and a positive influence on the quality of learning the day the volunteer is present.

The 1980-81 summary from questionnaires answered by 65 senior citizen volunteers describes the impact of these intergenerational experiences on their lives. Of those reporting, 97% believed participation in the program improved their feelings of self-worth; 20% reported improved health that seemed to be related to their program involvement, and 25% said they learned new skills in the process of becoming effective resource persons to children. Finally, 90% of the senior citizen volunteers reported that the experience in school was a productive and rewarding use of their free time. This data from the 1980-81 logs and questionnaires is typical of that received for each year of the program's existence.

In addition to this quantitative reporting, spontaneous, informal discussions with volunteers yielded information that gives some further insight into the quality of the senior citizens' experiences. Many volunteers said they were having fun, that life was a challenge, that they now had a better relationship with their own grandchildren, and that they were enjoying learning again. Several of the couples involved in the program said they especially enjoyed their evenings together discussing "their kids at school."

As the SCSVP grew, program staff observed positive relationships developing between the students and the volunteers, and listened to many anecdotes describing the new connections being made between the generations in the communities involved in the program. Since earlier studies from other communities had described attitudes toward aging as predominantly negative, it seemed appropriate to examine the views on aging among a typical population of children in Western Pennsylvania.

From September 1979 to June 1980, 256 fourth, fifth, and sixth grade children from four public schools in Western Pennsylvania participated in a study to examine children's perception of the elderly and their view on aging. Three of the schools were in small towns with working and middle class predominantly white populations, and one was in an urban, working class, multi-racial community. 190 students in the study were participants in SCSVP.

The study was divided into two parts; the first part was designed to examine what children know about aging, how they feel about being old or growing old and what their behavioral intentions were regarding older people. For this first part of the study an original survey "Children's Views on

Aging" was used. The survey information on children's knowledge about aging showed that their knowledge was based on observation of physical changes. This was evidenced by their recognition of a decline in physical ability and their observation that physical difference accompanies this decline. Responding to questions like "What do you think happens when you get to be an old person?" and "How can you tell when people are growing old?", children typically described the physical characteristics they associate with this period of life, for example, "You have a cane," "You are wrinkled," "You move slower," "You are often ill." 62% of the responses suggested that children observed negative physical characteristics.

On questions related to feelings about the aging process, e.g., "How do you feel about growing old?, How do you think it feels being old?", 27% of the children responded that being old has negative characteristics, such as feeling lonely, helpless, and unwanted. To the question "What do you think you will be like when you are old," however, 76% of the responses had positive characteristics, such as "It will be fun," "I will have lots of time," and "It will be wonderful."

On questions related to children's behavioral intentions toward older people, answers were grouped according to their willingness to interact in the classroom with an old person. The results of these answers are summarized in the following chart.

Question Asked	% of children who responded "Yes"
1. Would you like to have an old person in your classroom?	77%
2. Would you go to an old person if you had a problem.	63%
3. Would you provide help if the older person has a problem	30%

The second part of this study tested the effect of consistent social contact with elderly persons on children's attitudes toward old age. Examined were (1) whether children with consistent weekly contact with older volunteers would express a more positive attitude toward the elderly than children without contact and (2) whether children completing the second year of contact with senior citizen volunteers would have more positive attitudes than those completing year one.

The participants in the study were divided into three groups:-

Group 1 - students involved in SCSVP for 1 year

Group 2 - students involved in SCSVP for 2 years

Group 3 - the comparison group, or students not involved in the program.

For this part of the study a measure of change in attitude as a function of contact with the elderly was determined by a change in scores on two attitude tests administered 8 months apart.

The results revealed positive change scores for groups 1 and 2 (SCSVP participants) that were significantly greater than the change scores for the group 3 (the comparison group). It may, therefore, be concluded that students with one or two years of contact with elderly persons in their classroom have demonstrated a more positive increase in their attitudes toward the elderly than the pupils without this contact. The attitudes of children involved in SCSVP for one year and for two years were then compared using a twelve scale semantic differential. On this scale, the attitudes of the group involved in the program for two years was significantly higher than the group involved for one year.

In reviewing the combined results from both the systematic data collection reported by SCSVP and from the attitude study, it is clear

that the consistent interaction between young and old in these intergenerational school programs can and does impact on older persons' feelings of life satisfaction and on children's growth, learning, and attitudes toward the elderly. The programmatic implications from these findings are equally clear if the results are assumed to be generalizable to other communities: efforts should be made for systematic nationwide expansion of intergenerational programs in schools.

Finally, we can anticipate that, through these programs, the development of new relationships between the generations can be established, there will be a decline of negative myths and stereotypes about aging and the elderly, and about youth, and schools can create experiences that testify to the continuity of life by providing connections between the young and old.

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These are the thoughts and recollections of a 66 year-old woman, wife for 36 years, and mother of seven children. Mrs. Moslener describes her evolution from "a sheltered housewife and mother, a lonely older woman, to a senior citizen school volunteer...gaining a zest for living, giving and enjoying each day."

REFLECTIONS OF A SENIOR CITIZEN SCHOOL VOLUNTEER

by Regina Moslener

Our children got married, left home, and began their own lives in various distant parts of the country — all part of the normal process of living, something that happens to many couples now known as "senior citizens." We lived full and busy lives, raising our families and being totally involved in that commitment.

It happened gradually, but one day it was all over and we found ourselves alone. As many others have done, I went through the whole bit of holding tightly to a pattern of living that would never again return. As time passed, I became lonely and bored but restless at the same time, wanting to do something productive but afraid to take that first step out into the world. Out of sheer desperation, in the autumn of 1975, I decided to look for something worthwhile to do.

I remember vividly that first meeting with a group of senior citizens at a private school here in Pittsburgh, Pennsylvania. All of us sitting around the room like a bunch of first graders, prim and proper, smiling at each other, pretending this was just a little get-together. Dr. Sally Newman, the school's director and originator of the Senior Citizen School Volunteer Program, began to explain the program to us. She helped us talk out our fears, insecurities and lack of confidence, then and at subsequent meetings. She helped us find and bring out our hidden skills, buried talents and experiences which might be helpful in our work at school. Her zest and enthusiasm helped us to overcome a few hurdles. We were concerned about our ability to work with children. Why should we bother with someone else's children after raising our own? We talked about the changes in how children are brought up, and about their lack of discipline. We wondered what we were getting into, but curiosity led us on and we decided to give it a trial.

We met to discuss what ages we wanted to help, and we met the teachers who wanted us as aides. We toured the classrooms and observed. Finally, we were assigned to the various rooms.

That first morning I was filled with determination to do my best, come what may. I was actually frightened when I walked into that classroom, but I was very fortunate to work with a wonderful young teacher. She introduced me to the children, who seemed to barely acknowledge my presence. At first I was overly sensitive. After all, it was also new to them, having an older person in their classroom.

So there we were, the 19 children, ages 8 to 11, the young teacher, and me, a senior citizen. It was scary for me and I had to make quite a few adjustments. Some nights I told myself I would never go back, but the next morning I would decide to try it for one more day, and then one more day. After a few weeks, I began telling others, "Try it — you'll like it."

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The children accepted me as part of their school routine. We had good days and bad days. I think the teacher accepted me as a "mother figure" and I became very content and happy in my new role.

How did I evolve from a sheltered housewife and mother, a lonely older woman, to a full-fledged senior citizen teacher's aide, gaining a zest for loving, living, giving and enjoying each day?

From the beginning, my teacher and I conferred briefly every morning before classes began. She outlined her plans and we exchanged ideas and suggestions for how to work them out. I helped her correct spelling and math papers, check reading and skill sheets, keep records and prepare materials. I listed titles the children might choose to write a theme each week. I corrected the first drafts for errors in spelling and grammar. I helped with their book reports and helped them to learn cursive handwriting. The teacher would often ask me to work with one or two children who needed extra help, such as, with basic math facts. I put problems on cards and made up puzzles to enrich and to motivate.

I helped the class celebrate birthdays and holidays. The children and I learned from each other in many ways, and I began to be more relaxed and comfortable with them.

The teacher and I worked together for three years. Each Thursday after school we talked for an hour or so to plan the schedule for the following week. The artist in residence, the music and drama teacher joined us when we planned long-term projects.

We all read about today's "nuclear" family, about broken homes and the generation gap, and how children have little or no contact with older people. But in the Senior Citizen School Volunteer Program, we older volunteers have formed a partnership with the very young. We may be slow-moving at times, we're wrinkled and gray, but young children overlook these physical qualities when they need help and encouragement. Nothing can enhance the smile and understanding between a ten-year-old and a 66-year-old friend. It's like a secret love affair. It surpasses any youthful thrill.

It would be wonderful if thousands of older citizens all over the country could be lured back into the schools to help chikdren. Many of us are available, willing and eager to begin a new life of giving. The Senior Citizen School Volunteer Program gives us a new life, a life style in which three generations come together in a creative way -- each learning from the other and accepting each other, showing that we care. For me, what happened at school as a senior citizen school volunteer is truly what "being reborn" means.

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Silver Threads Among the Gold

By Marilee Swarthout

"Silver Threads Among the Gold" is a program that provides benefits for everyone involved, at a minimum of expense. It is one program that easily can be considered by any nursing home.

After four years of operation at St. Jude's Home in Sandy, Oregon, where it was first started, our program is generating more enthusiasm and involvement every year within the community.

Each week grade school students involved in the program are brought to St. Jude's to visit and interact with our residents. The students stay an hour and a half, bringing with them activities, games, craft work and items that young and old can share.

Involvement of residents with the community has been an important part of the philosophy undergirding St. Jude's since it was opened in 1963 by the Society of St. Paul, a monastic order of priests and laymen in the Episcopal Church. We were immediately receptive when asked whether it would be possible for grade school children to visit our residents. Even then, there were many questions that needed to be answered and fears to be dealt with before the program got underway.

It was Judy Sheppard who first suggested the program that evolved into "Silver Threads Among the Gold." She is the director of this program that has been expanded to include other nursing homes as well. Much of the funds come from a major philanthropic foundation. Mrs. Sheppard was formerly a coordinator for the Mt. Hood Community College-Sandy Community School.

Marilee Swarthout is the administrator of St. Jude's Home in Sandy, Oregon.

We felt that there would be some positive benefits to our residents, as well as to the young people, so we agreed to work with the Sandy Community School to give it a try. The first students to visit the nursing home were fifth graders. There were seven students who signed up that first year to be part of the program. Before the initial visit, we spent time with our residents informing them about what was going to happen. Their response to the young people and the students' warm affection was wonderful. Our residents love it! The day that the children visit is always a happy one, with a sense of joyful anticipation in the air.

Initially, some of the children were bothered by the "hospital-smell" of the nursing home and by the unresponsiveness of some of the less alert patients. However, as soon as the setting became a little more familiar, the children could sense for themselves the love and warmth in the home. The young and old found common bonds of friendship and even the more disoriented patients received gentle pats and smiles of interest from the children.

The students start by visiting residents in the residential "self-help" section of St. Jude's. We felt that it would be difficult for the children to relate to those in the nursing home who were bedridden. However, as the give-and-take of friendship blossomed, the visitation was broadened to include all of the residents. Our staff has noticed outstanding results in the residents' attitudes.

Fully as important as orienting the children was to inform their parents of the progress and development achieved by the visits. The participation is on a voluntary basis. Only children who wanted to go and share their activities and friendships were bused to St. Jude's. Parents and younger brothers and sisters (who were not yet of school age) were invited to come and see what was happening.

Judith Sheppard, standing, brings smile to face of St. Jude's Home resident.

One concern had to be faced candidly at the outset, the children would build friendships with people who would come to the point of hospitalization and eventually death. Teachers felt that parents should be able to talk about this with their own children. The school helped the children understand how death is a release for people who have lived long and full lives. The

Craft projects are more fun when you have an interested partner to work along with you and make something really nice.

Man-to-man talk takes place over breakfast when older men invite us young ones to share ideas, bacon and pancakes.

INSTANT GRANDCHILDREN

Helping hand is mighty nice when you're just starting to learn to walk.

That's what oldsters enjoy in this new concept in retirement home living

Story and photos by Suzanne Larronde

Children's visiting day at the Wright County Retirement Center in rural Buffalo, Minn., used to be a stilted and ritualistic affair. Once a year, busloads of elementary schoolchildren would pile into the halls of the facility to perform a routine of songs and dances and hand out a few favors. Then, they would be marched back onto the buses and quiet would descend on the facility.

But all that is changed. In the fall of 1979, construction was completed on a new wing of the retirement home 40 miles west of Minneapolis, and a suite of rooms on its ground floor was opened to the Generations Day Care Center. Now the presence of children in the halls of the Wright County Retirement Center is an everyday occurrence and both staff members and residents say that things haven't been the same since.

Combining the two facilities was the brainstorm of John Thompson, the center's innovative young administrator who managed to convince his board of directors to give the concept a trial run. Thompson, a leader in the fight for retirement residents' rights, sees the combining of oldsters and youngsters as his best program. "It's such a nice arrangement," he says of the program that mixes 154 residents with 31 toddlers and preschoolers. "As hard as we try to keep our residents active and alert, these kids do a better job just doing what kids do. Their life, youth and energy keep everybody stimulated."

No walls separate the two facilities; indeed, the child care center is located directly across from residents' rooms. Both share the same exits and entrances. Perhaps more significantly, while other such centers restrict their children's interaction to ambulatory residents only, the Wright County Retirement Center emphasizes across-the-board interaction between children and seniors.

Because the two facilities had no

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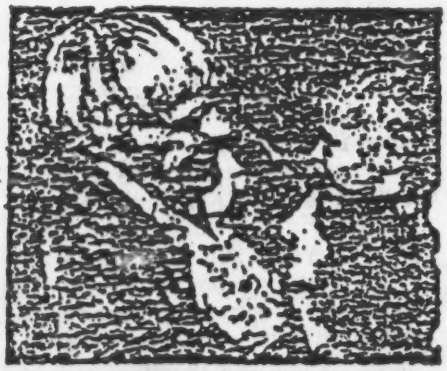
their unique program, they simply had to strike out on their own trying to anticipate the pitfalls they were sure lay ahead. "We tried to think of problems," remembers Thompson. "Some 'what ifs?' so that we could automatically formulate some solutions: 'What if senile residents were constantly exposed to children? What would be the effect of the contact on the children? What would the parents think?' And we decided that we didn't have answers to those questions, so we thought we'd see to things as we went along. Ironically, the children provided the answers to all our questions. Their reaction to the elderly, to chronic disability, to depression, to any number of things, is far more refreshing and sensible than ours.

"Many of us in the later years tend to gauge people's value by their physical or mental perfection. Children haven't developed that 'talent' yet. They're not looking to see if somebody has both legs or if they're wrinkled or if they look pretty or don't. What children are looking for is a hug, a lap, a kind word, a touch, somebody to read them a story, somebody to smile and share with."

Interaction between the center's young and old occurs in three major ways, according to Paulette Klatt, whose two youngsters attend every day. The first is of a spontaneous nature, the "whatever-happens-happens approach," as she calls it. Most often it occurs in the mornings when parents bring their toddlers and preschoolers to the center, stopping along the way to greet residents.

Second, activities are conducted on a daily basis to provide a break in both the childrens' and residents' routines and give them a chance to mingle. Exercise sessions, baking, bowling with plastic pins, arts-and-crafts work, card bingo and socializing around holiday parties and birthday observances are a few of the activities that have become favorites with the two groups. And third, special outings such as park visits, pontoon-boat rides and trips to the circus provide a means for seniors and youngsters to share experiences beyond the confines of the center.



A good storyteller is hard to find; once you spot one, be sure to stick around.

This little tap should get action rolling into a game of hide-and-seek.

It's nice to find a cozy lap when you want to settle down for a catnap.

Whatever the activity, groups are kept small to encourage interaction between the two ages although nothing is ever forced. While some activity does take place nearly every day, it is generally held to 15 or 20 minutes so that residents are free to pursue their own interests and the children can eat and play among themselves.

Favorable publicity on the center has brought an onslaught of calls and letters from retirement homes and child care centers around the country requesting detailed information on the program's workings.

"We were lucky here in Minnesota," says Thompson, "because the Health Department took a look at us and said they weren't sure what rules and regulations governed our situation, but that it seemed like a great idea and why rob the residents of this opportunity? Why put up walls and gates and such? That's not the idea. The idea is to get the people together.

"Even the department of public welfare, responsible for licensing the state's day care facilities, was enthusiastic about the idea. They said, 'Yes, by all means, that's a great idea, let's see how it works.'"

The parents of Generations' toddlers and preschoolers are enthusiastic. All have been behind the effort from its inception, says Thompson, but the day care center's two-page waiting list, which includes several unborn babies, is perhaps the best evidence of the concept's acceptance.

Retirement staffers approve, too. Their turnover rate has lessened since the program began. "Many of the staff members at both centers have children at the Generations facility," says Klatt. "All of a sudden the residents see the staff as more than paid workers, knowing part of their families as they do. It's given the center more the feel of an extended family and that feeling rubs off on staff people."

As for the residents themselves, they are winners in this program too, says Klatt, who worried about the program's impact on the elders until one woman reassured her, "The crying bother us? Don't be silly! It might be noise to you but it's music to us." □

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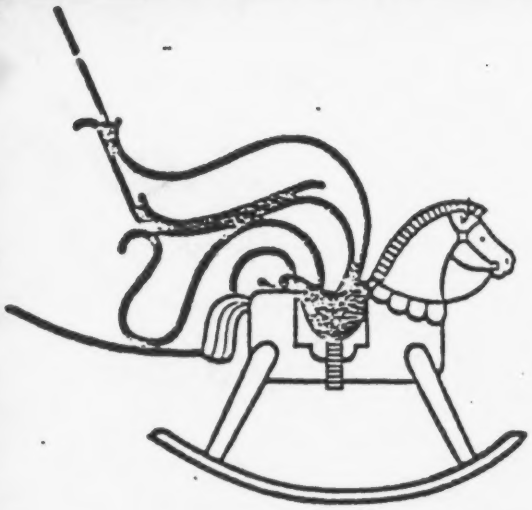

A Bridge Between Nursery School and Nursing Home

By Lore Steinitz and Joan Minden

A special atmosphere exists in a [illegible]ing home when grandchildren or great-grandchildren are visiting. We had often felt at Van Dyk Manor that we would like to have many more of these precious moments—when a four-generation picture can be taken, when even the grumpiest resident has a smile.

In January 1980, an opportunity to bring youngsters to our nursing home was presented to us. Members of the admissions-provisional class of the Junior League of Montclair-Newark Inc. wanted to bridge the generation gap. They felt, and rightly so, that in today's mobile society, families often live so far apart that youngsters miss the contact with the older generation, and nursing home residents especially are deprived of young [illegible]ter.

The Junior League group visited a number of nursing homes and nursery schools to find a suitable match. The final choices were Van Dyk Manor, our 60-bed, private skilled-care nursing home, and the Montclair Cooperative Nursery School.

Sylvia Pfeffer, a teacher of the four and five year old children at the nursery school, visited our facility and looked at the craft room, a large space for plenty of action. The activity department staff went to observe the nursery school, and together we decided to have four youngsters and four residents each participate in the bimonthly project.

The Junior League group worked out programs and brought along all of the needed supplies. Each session lasted about an hour and 15 minutes.

One of the objectives was to make friends, and in one of the first sessions, pictures of the youngsters and residents were taken and mounted. The children took the pictures of the residents back to their school, and the residents glued pictures of the children to a large cardboard collage on display at the nursing home.

Before the youngsters visited, their teacher talked to them about old people, especially those using a wheelchair. She used pictures from the AHCA Journal showing a young girl at a piano, a man in a wheelchair and a lady in a rocker. Even with this preparation, the children at first were reluctant to touch a wheelchair.

The ladies from the Junior League brought the children from the school, and there was always one member at the nursing home who had everything ready when they arrived.

We chose the residents who we felt would benefit most from the contact, and also those who had no youngsters among their visitors. The nursing station was informed the day before of who should be ready, but if something intervened we always had a substitute listed. Residents were only told on the actual day, to avoid over excitement or disappointment if there was a reason to prevent their participating.

From the first session, we knew it was what we had been looking for. One resident, who has very poor vision and would not make any crafts, did create a mask with the youngsters, placing every item just right and smiling all the time.

During our first seven sessions the joint activities included making Valentine creations, masks and St. Patrick's Day planting Marigold seeds in egg boxes.

Singing together was another highlight, especially such favorites as, "Take Me Out to the Ball Game" and "You Are My Sunshine." One resident, who would never participate in musical activities, was seen playing the songs with her hands on the table, reminiscing how she used to play them on the piano. This particular response was captured on a videotape.

The Junior League wanted a record for presentation to its state headquarters, and the videotaping turned out be be an exciting experience for all involved. The participants recognized themselves during a replay, and during a later session when they saw the edited tape and heard themselves sing.

One resident had not been well enough to attend any group activity for over a year, but because she had taught nursery school, we felt she would respond to this group. She did so well, feeling right at home with the children, that her condition improved markedly. She asked to go back to eating in the dining room, and has started to take part again in group activities.

Another resident who thought she knew the children were coming, was up and dressed at 7 a.m. so she would not miss any part of the session.

Two kindred souls found each other, when a resident and a boy withdrew from the group, and the resident read a book to the young fellow while everyone else made hats. Neither of them felt like making hats, and the books were provided for just that purpose.

At the session where playdough was used, a 100-year-old blind resident made the best sculpture and regaled the children with a tale of her schooldays in Brooklyn, long ago. At that session we

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Lore Steinitz has been director of activities at Van Dyk Manor, Montclair, New Jersey, for the past 10 years. She is a member of the AHCA Section of Activity Coordinators. Joan Minden has six years experience in geriatrics and is assistant activity coordinator at Van Dyk Manor.

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Proposed Program for Nursery School Children/Seniors Visit
April 13, 1980

"HAPPY EASTER"

10:00

Pick up Children at Montclair Cooperative Nursery School, 40 South Fullerton Ave., Montclair, NJ

10:25

Arrive at Van Dyk Manor, 42 North Mountain Ave., Montclair, NJ

Remove coats and introduce children.

10:30

Name Tags—Distribute name tags to each child, senior and Junior League member. (White circles with purple yarn and Easter stickers, made by a committee.)

Dyeing Easter Eggs—All materials shall be provided for dyeing Easter Eggs—crayons, hard boiled eggs, coloring kits and cups.

Large Easter Collage—Again, a large wall collage will be available and posted for decorating. Children and seniors may decorate the collage or add a word about Easter or a message. This will be left with the seniors.

Alternate Activities—Puzzles and books will be available on a table if children finish early. (League members will supervise this. A record may be provided too.)

10:45

Snack—Crackers and juice will be provided by a Junior League member. (This will be arranged ahead of time on a table.)

11:00

Song Fest—A Junior League member will lead songs which are familiar to both children and seniors. Ask the teacher about a song that the children might know that is appropriate to Easter.

11:10

Good-bye Activity—Children and seniors will show their Easter eggs to each other in a circle setting. Also, Easter eggs filled with candy will be passed out to all involved. The final song could be "Here Comes Peter Cottontail."

11:15

Put on coats and return children to Montclair Cooperative Nursery School.

This resident is having a great time enjoying the youngsters and making Valentine crea...

asked the children what age they thought was old, and were properly put into our place by one youngster stating "35."

The children could not grasp the astonishing fact that they were working with people born so long ago, but in response to the youthful and stimulating atmosphere, our residents were not acting like stereotyped "old people." They truly were "young at heart."

That session inspired a centennial resident to write the following free verse:

Never Too Old to Learn

Every two weeks the nursery school comes to pay a visit to our home. I was invited to pay them a visit on one of their journeys to our home. I was thinking I had something to offer them, but I soon found out that things were reversed. . . .

After watching the young children stirring and mixing the flour, salt and water for the modeling, and the rolling and pounding with their little fists, I sat back and watched more and listened.

I knew then that I was no longer the teacher. These young people, five years old, were going to teach me. It was a lesson in ambition, perseverance, encouragement and taking things in stride.

Whatever they did was a matter of pride, and they took pleasure in the doing. I came away feeling sure that I had been transferred over the years and was living again my young years, when nothing was too great to try for.

At the end of the pilot project, the nursery school invited four residents to come for lunch. The children baked rolls and prepared a picnic. The rolls ... served with either egg salad or S cheese, and there was homemade salad.

On this visit, our oldest resident, is 102, came along and most likely the best time of all, joining in the sin smiling and talking to the children.

This positive experience reminde of a poem once printed in the Van Bulletin, titled "Youth." It goes in "Youth is not a time of life: it is a of mind, it is a matter of the wi quality of the imagination, a vigor o emotions . . . Youth means courage timidity, an appetite for adventure years may wrinkle the skin but to g enthusiasm wrinkles the soul."

If one can cook with this recipe nursing home, the results are enormo satisfying to both participants and lookers. The Junior League accompli this most successfully during their with us. They have finished their pro but offer their videotape to intere organizations. Just write to: Ju League of Monclair-Newark, Inc., Church St., Montclair, NJ 07042, A Mrs. Pat Roelke.

While the pilot project has ru course, both the nursery school and nursing home have felt they wan continue this experience in the fall.

Different children will join us perhaps some of the graduates will re their rewarding experiences. Thus fa children have visited, some more once, and 15 residents have had a tast the elixir of youth and are impatie do it again. Interaction truly works.

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June 29, 1982

BJECT: SUPPORT FOR INTERGENERATIONAL PROGRAMMING

AAA Administrators

OM: Gorham L. Black, Jr.
Secretary
Department of Aging

In a time of budget restrictions the Department of Aging recognizes the need for practical limitations on both numbers of program initiatives and personnel manpower which our Area Agency on Aging network is in a position to undertake. However, the recently held Intergenerational Program Training Intensive sponsored by the Department, and conducted by Dr. Sally Newman of Generations Together, stimulated my particular thinking toward encouraging you to look for ways for developing and/or strengthening many creative opportunities for intergenerational experiences within your planning and service area. Many such efforts may be at minimal cost.

One theme of "intergenerating" is that older people generally enjoy being involved with activities centering around children. Many seek volunteer experiences with children in day care settings, educational institutions, etc., including Head Start Programs. It is important, we believe, that children's attitudes, knowledge and skills are stimulated by older persons as children themselves learn, relearn and perform tasks and activities of daily living. We look forward to your continual activity in breaking down stereotypes of old age by supporting training for the youngsters with special and direct emphasis on interaction with the elderly. Measureable benefits would no doubt be derived with a low cost factor: interpersonal, intergenerational and direct person-to-person contact. Intergenerational activity in itself is replicable, easily transferable within various components of our Aging network and integrated into a variety of program activities.

We encourage you to (1) recruit senior citizens as teacher aides and tutors within Day Care Centers and elementary schools, and as relief aides to teachers at Learning Centers., (e.g. Pre-School and Montessouri Schools, and including the participation as volunteers of those applicants determined ineligible for the Title V employment project); (2) act as an intermediary and/or a liaison capacity, interfacing directly with local school systems and human services organizations as well as older persons toward advocating for intergenerational programming; (3) publicize local intergenerational activities with the public-at-large; (4) document your efforts involving intergenerational programming; for example, case studies may often supplement, validate and demonstrate community impact.

We are especially interested in being apprised of any activity (current, past, and/or intended which is intergenerational in nature within your PSA. We would like to share the breadth of experience in our Aging network, and therefore it is our intent to eventually develop a booklet describing intergenerational activities in Pennsylvania. Format guidelines for abstracts to be included in the booklet will be sent to you in the near future. Thank you for your consideration in this matter.

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PARTIAL LISTING OF CONTACTS AND RESOURCES

CHILD CARE NETWORK

PA DEPARTMENT OF PUBLIC WELFARE
BUREAU OF CHILD AND YOUTH
DEVELOPMENT PROGRAMS
Harrisburg, PA 17120

Contact: Martha Isler
Earl Douglas
(717)787-3984

Local Contact: Louise Sutton
701 State Office Building
300 Liberty Avenue
Pittsburgh, PA 15222
(412) 565-5175

PA HEAD START ASSOCIATION
P.O. Box 992
Altoona, PA 16601

Contact: Jim Matlack
(814) 946-8866

PA ASSOCIATION FOR CHILD CARE
ADMINISTRATORS (PACCA)

Local Contact:

PA ASSOCIATION FOR THE EDUCATION OF
YOUNG CHILDREN (PAEYC)

Local Contact:

DHHS/ADMINISTRATION FOR CHILDREN, YOUTH
AND FAMILIES
Regional office
P.O. Box 13716
Philadelphia, PA 19101

Contact: Alvin Pearis
Regional Program Director
(215) 596-0356

AGING NETWORK

PA DEPARTMENT OF AGING
231 State Street
Harrisburg, PA 17101

Contact: Marietta King
(717) 783-8642

AREA AGENCY ON AGING

Local Contact:

RETIRED SENIOR VOLUNTEER PROGRAM (RSVP)

Local Contact:

SENIOR EMPLOYMENT PROGRAM

Local Contact:

FOSTER GRANDPARENT PROGRAM

Local Contact:

AMERICAN ASSOCIATION OF RETIRED PERSONS (AA

Local Chapter:

DHHS/ADMINISTRATION ON AGING
Regional Office
P.O. Box 13716
Philadelphia, PA 19101

Contacts; Al Mitchell, Aging Program
Specialist and Intergenerational Liaison
(215) 596-0343
Paul Ertel, Regional Program Director
(215) 596-0334

Needs and Benefits for Intergenerational Programs

Needs of Agency	Benefits to Young Children	Benefits to Older Adults

Universal Characteristics of Successful Intergenerational Programs Include:

- Supportive administration
- Committed staff
- Systematic plan
- Support from the community
- Expectations are defined
- Starts small
- Program starts with a select, interested group
- Peers recruit participants
- Problems are addressed as they come up
- Roles are clarified
- Collaboration between staff and center members
- Program has status
- Program options are flexible
- Commitment of time
- Program plan include recognition
- Evaluation component included in program development

Possible Activities for Participants in Intergenerational Programs

Young Children with Active Elders	Young Children with Frail Elders

GENERATIONS TOGETHER

Senior Citizen School Volunteer Program
Senior Citizen Artists' Resource Program
Senior Center Intergenerational Program
Curriculum on Aging Program
Service-Learning Programs

Developing Effective Intergenerational Programs

Problem Solving Questionnaire

As a first step in planning for your intergenerational program, consider (1) the goal(s) of the program that is most suited to the needs of your agency, (2) the possible activities that would occur as part of the intergenerational program, and (3) the other agency(ies) that will collaborate with you in developing the program.

Goal(s):

Possible Activities:

Collaborating Agency(ies):

University Center for Social and Urban Research
600 A Thackeray Hall • University of Pittsburgh • Pittsburgh, PA 15260 • (412) 624-5470

Developing Effective Intergenerational Programs

Problem Solving Questionnaire

This Problem Solving Questionnaire is divided into the basic components of the program development process that are intended to result in effective and cohesive intergenerational programs.

A. Agency Approval/Preparation for Program Implementation

1. Has your agency formally endorsed the program?

2. Who will be responsible for organizing the program?

3. What individuals or groups in the agency should be informed of the formal endorsement of the program and of the purpose and general procedure for the program?

4. How will each participating site be identified?

Developing Effective Intergenerational Programs

Problem Solving Questionnaire

B. Recruitment of Participants

1. When will it be appropriate to introduce the program to the staff?

2. How will the recruitment of staff be accomplished?

3. When will it be appropriate to identify senior citizen participants, and what factors need to be considered?

4. What procedures will be conducted to recruit

   a) active older adults as volunteers?

   b) frail elders as participants?

5. Who will recruit the older program participants?

C. Orientation and Training

1. In preparation for planning the orientation and training consider the following questions:

   a. What will be the staff's role as participants in the intergenerational program?

   b. What will be the older persons' role as participants in the intergenerational program?

2. What are the purposes of orienting and training participants and staff?

3. What content is appropriate for the orientation workshops?

4. How should the orientation and training be accomplished?

5. Who will be responsible for conducting these workshops?

Developing Effective Intergenerational Programs

Problem Solving Questionnaire

D. Maintenance and Support

1. Ongoing Training Experiences

   a. What is the purpose of follow-up meetings and continuation workshops?

   b. What content is appropriate for the follow-up meetings and continuation workshop?

   c. What is a possible schedule for these meetings and workshops?

   d. Who will be responsible for conducting these meetings and workshops?

2. Recognition of Participants

   a. What is the purpose of recognition?

   b. What are some options for recognizing the contributions of participants in the program?

3. Community Awareness and Involvement

   a. What on-going communication with the community should take place once the program is implemented?

   b. What are some options for community involvement in maintaining and supporting the programs?

4. Who will be responsible for the overall support and maintenance of the program for each site and for each agency?

E. Evaluation

1. What are the purposes of evaluation?

2. When is it appropriate to evaluate the program?

3. What information should be collected as part of the evaluation?

4. What form should the evaluation take?

5. Who is responsible for conducting the evaluation?

Developing Effective Intergenerational Programs
Problem Solving Questionnaire

F. Funding Considerations

1. What are the possible costs for starting and maintaining an intergenerational program?

   - consultants
   - substitutes
   - refreshments
   - publicity materials
   - volunteer lunches
   - recognition
   - transportation
   - liability insurance

2. What are some potential resources for funding?

   - local
   - state
   - federal

Planning a Strategy for Recruitment of Volunteers

A. Approaches

MEDIA

Public Service Announcements
- Television
- Radio

Talk Shows
- Television
- Radio

Newspapers

SENIOR CITIZEN

Organizations

Newletters

Residences

COMMUNITY - general

Organizations

Civic Clubs

Hospitals and Doctors

Newsletters

Postering

Special Events

BUSINESS

Mailings to Retirees

Retiree Newsletters

Retiree Organizations

Unions

SCHOOL

Parent Group

School Newsletters

Letters to Parents

Grandparents' Day

Special Activities

RELIGIOUS

Newsletters/Bulletins

Groups

Letters to Clergy

Presentations to Clergy

OTHER

B. Publicity Materials

1. fliers
2. posters
3. slide show
4. pictures

C. Procedures

1. compile a contact file
2. make contact with individuals and groups
3. schedule presentations
4. set Open House date
5. submit written information
6. distribute fliers and posters

ared by Senior Citizen School Volunteer Program

Preparation of Participants

What Young Children Should Know	What Older Participants Should Know	What Staff Should Know

EFFECTIVE WAYS TO WORK WITH CHILDREN

1. Be warm and friendly.
   Learn the children's names. Show interest in what they do and tell you - you are a very important listener!

2. Encourage children to think.
   Give children plenty of time to answer questions. Silence often means the child is organizing his or her thoughts.

3. Admit when you don't know an answer.
   We can't know everything all the time! Feel free to ask the children or teacher for help whenever you need it.

4. Encourage children.
   Use tact and positive comments. Seek something worthy of a compliment, especially when a child is having difficulty.

5. Accept a child just as he or she is.
   You are not responsible for evaluating a child's abilities, progress, or behavior. Be as non-judgmental as possible.

6. Let children "talk out" problems.
   If a child is upset, you need not solve the problem; however, by listening and talking you let the child know you care.

7. Respect a child's privacy.
   Regard information as confidential that might be revealed to you about a child by the child or teacher.

8. Support and respect the existing classroom structure.
   Be consistent with the teacher's rules for classroom behavior, schedule, and overall atmosphere.

9. Be comfortable.
   Wear comfortable clothes, and don't hesitate to "get down to the child's level" for some activities.

10. Honor confidentiality.
    If parents and friends ask about your volunteer experience, feel free to tell them that you enjoy working with the children. Discuss activities you engage in without passing judgement - or talking about specific children or teachers.

11. Keep your commitment.
    Children look forward to your coming. If you know you will be gone, tell them in advance. Keep all your promises -- children never forget!

12. Maintain a sense of humor!

Working Effectively with Volunteers

Consider the following:

A. Understanding the volunteer's background -

1. become familiar with the volunteer's previous experience and educational background
2. become familiar with the extent of the volunteer's knowledge of the community
3. be aware that the center is a new environment in the volunteer's current experience
4. recognize that the volunteer may be hesitant to ask question and/or raise concerns
5. be aware that the volunteer's primary motivation is an interest and care for children
6. accept the volunteer's non-judgmental attitude and the lack of a hidden agenda

B. Providing for the volunteer's environmental comforts -

1. verify that the volunteer is aware of the location of all rooms in the building
2. provide the volunteer with information related to the daily schedule and the program calendar
3. provide space for the volunteer to put personal belongings (coat, purse)
4. inform the volunteer of where she/he may eat lunch
5. provide a space for the volunteer to take a break
6. provide a space for the volunteer in the classroom
7. establish a procedure for the volunteer to inform the staff if she/he is not able to volunteer at a scheduled time
8. exchange phone numbers with the volunteer
9. inform the volunteer of the fire drill procedure

C. Involving the volunteer in the classroom -

1. plan for appropriate introduction of the volunteer to the children
2. inform the volunteer of the classroom procedure and goals
3. provide a consistent time to plan and prepare activities for the volunteer
4. clearly define the tasks the volunteer is to do and provide a variety of activities
5. provide a consistent time to discuss the volunteer's involvement, share experiences, respond to concerns, and give feedback
6. provide support to the volunteer directly and in front of children
7. let the volunteer know you recognize her/his contribution
8. note areas in which the volunteer needs to develop in order to be more effective in the program and provide this input when workshops are being planned
9. decide whether volunteer is to come when there is a substitute and inform the volunteer of this decision
10. plan ahead and inform volunteer of any schedule changes (Always explain purpose for change.)

Intergenerational Programs

Guidelines for Volunteering

1. Volunteer a minimum of one morning or one afternoon per week during the year.
2. Come regularly at your scheduled time.
3. Pre-arrange any schedule changes due to, for example, a vacation with the staff whenever possible.
4. Call the office in the morning when the center opens if there should be an emergency and you are not able to volunteer.
5. Become familiar and be consistent with the center's procedures.
6. Speak freely with the staff about any concerns, problems, or questions.
7. Listen to radio for announcements regarding delay or cancellation due to weather.

Projected Plan for Prog[redacted] Implementation

Name_____ Agency_____

Collaboration Agency_____

Program Goal:

Month	Activity	Who's Involved	Who's Responsible	Resources Needed

GENERATIONS TOGETHER

Senior Citizen School Volunteer Program
Senior Citizen Artists' Resource Program
Senior Center Intergenerational Program
Curriculum on Aging Program
Service-Learning Programs

Developing Intergenerational Programs Jointly with the Aging and Child Care Networks in Pennsylvania

Three-Month Follow-Up Meeting

AGENDA

. Welcome and Objectives for the day

. Progress Reports

- accomplishments
- procedures that helped program implementation
- obstacles that hindered program implementation
- roles of and relationship with collaborating agency

. Projected Needs

. Problem Solving, Part 1
(related to obstacles and projected needs)

LUNCH

. Problem Solving, Part 2
(continued attention to obstacles and projected needs)

. Ideas for Program Maintenance and Support

. Preparation for Recognition of Participants

. Projected Time Line for Next 3 Months

Supports and Obstacles to Intergenerational Program Development

Things that HELP	Things that HINDER

American College of Health Care Administrators, 4650 East-West Highway, Bethesda, MD 20814 301/652-8384

Child care centers in long-term care facilities have emerged as a response to a growing and urgent need for working parents. The remarkable facet of this concept is that the meshing of two generations is as old as the reverence for the elderly in China. By meshing the two generations, a new extended family develops. Elderly persons, who are comfortable with youngsters, provide a natural support system.

The centers, regulated by the individual states, are cost-effective in all instances. Most practically for employers, the centers provide an excellent employee benefit which demonstrates the facility's efforts toward creating positive relations with the community.

Needs of Two Generations

Along with companionship, many of the needs of elderly persons and children are interchangeable. These needs include nutrition, the balancing of quiet time with constructive activity, the ability to listen fully and to share and to laugh together. There is an equal need for the mythology of these intergenerational relationships to be met head-on. Preparation of each group is not only essential; it is mandatory. The selection or screening of participants is an ongoing process which in multi-faceted. For each group, there is no obligatory method of sharing, nor should there be. There are some older persons who do not belong near children and who are uncomfortable with them. Some long-term care facilities are strange and forbidding places to children who are unfamiliar with wheelchairs and illnesses affecting older persons.

Getting Started

A set procedure is followed when establishing a center:

1. Approval granted by the administrator and the governing council or board for the service.

2. Set up a task force to study the community, the nursing home and its residents and establish the needs and priorities.
3. Provide early childhood education for selected residents, staff and the other volunteers from the community.
4. Construct budget, and decide on reconstruction materials to assure compliance with licensing requirements. Prepare public relations materials.
5. Select the child care center director/teacher.
6. Establish fees for program.
7. Establish the number and ages of participants.
8. Establish program evaluation methods.

Responding to the Needs—ACHCA's Assistance

The ACHCA's library involvement began with the first question in July of 1981, when a long-term care center asked for help within twelve hours, in order to justify such a center before a town council in New England. Since that time, we have had multiple requests for background information on the feasibility of establishing child care centers in long-term care facilities.

To answer such requests, we have developed a package of material divided into five categories: 1) Bibliography, annotated; 2) Curriculum and curriculum support; 3) Intergenerational relationships; 4) Existing schools; 5) Needs to be met.

Many of our elderly are vital, growing, caring and productive persons. The part-time sharing between an elderly person and a preschooler can be an enriching and enhancing exchange. The mutual sharing can serve to educate all generations-young and old.

RETIRED DENTON KUNZE SHARED HIS LIFE WITH PKY STUDENTS

By Karen Haymond Long
Special to the Sun

Every schoolday for the last six years, 73-year-old Denton Kunze visited Toy Whitley's class at the University of Florida's P.K. Yonge Laboratory School. He was also the whole elementary school's unofficial photographer, reader, music lover, hugger and friend. Through the years, he took thousands of photographs of the children, wiped many tears, shared ice cream cones and countless secrets.

He wasn't paid a cent for all his time, but he often said no amount of money was worth what "his grandchildren" gave him.

And when he died Jan. 3, he gave one last hard lesson to the children he loved.

"It's hard. Oh, it's hard to lose a friend, but it does feel better to talk about it and share it. "Mrs. Whitley said, adding that she couldn't have gotten through her own sad feelings if she hadn't shared them with the children.

"One little girl asked me, "When will it quit hurting?" I told her, "You may never quit hurting, but it will get better."

"The best thing to do is talk about it and cry. You have to cry and you have to understand you don't have to say you're sorry for crying and showing your feelings," she said.

To work through their sadness, Mrs. Whitley and the children wrote poems about their white-haired friend. They, and some 400 other children, teachers, parents and friends also had a special memorial service on Jan. 7 during which they sang songs Denton had loved and read things they had written about him. Together they will plant a tree for him behind their classroom. And each wrote a letter to Denton's son, Bill, to share their grief.

"I'm sad that Denton died yesterday at 11:15," a boy named Jonathon Whitcoff wrote in his letter, "But still he will be better there than here. I wish that he would live 1,000 move years."

Wrote another, "I'm sorry what happened to your father. We really loved Denton very much. He was the nicest person I knew. I know you are sad but I hope this letter makes you feel better. Love, Eric Kem."

A little girl named Angela Whitlock was one of three children who read aloud during the memorial service. Before his death, she wrote adoption papers proving she had legally adopted Denton as her grandfather. Her letter said, "Dear Bill, I'm sorry that Denton died. He was like a grandfather to me. I don't know what school will be without him. Your dad was the best friend I ever had. Denton was a very very very special person to me. From Angela."

The children were just beginning to learn what adjectives were when Denton died. This week they practiced using them by naming all the adjectives that fit their friend.

"He was huggable, loving, lovable," said Greg Goldfaden. "And when he went into the hospital, he wasn't worried about himself. He was worried that we would be sad.

Denton retired after a respected career as a chemist-metallurgist with the auto industry.

From there, he started helping one boy read, then he adopted PKY's whole elementary school, especially Mrs. Whitley's class. He also went with Mrs. Whitley's class on their daily visits to a nearby nursing home as part of the Adopt-a-Grandparent program. Mrs. Whitley began the visits 20 years ago and has since spread the project around the world.

When Denton went into the hospital for the last time, he wore a name tag that read; Please take good care of me. 540 students, their parents and teachers love me very much.

A POEM

They greet me at the door with upstretched arms.
They need my help with problems, hurts, and tears,
With take-aways and times and find-the-numbers,
With sudden hates and jealousies and fears.

They need my hugs and touches, and my kisses,
The ruffled hair, the hand-in-hand, the secret shared.
And most of all, for some, the recognition --
Somebody, not a parent, knew and cared.

And am I, then, a giant to these elves,
With largesse, favors, happiness to give?
These hands that reach up to me for affection --
These same hands hold my heart up, make me live.

By the late Denton Kunze
Adopted Grandfather, 2nd grade
P.K. Yonge Lab School
Gainesville, Florida

Helene Block
Oakton Community College

PREPARATION FOR INTERGENERATIONAL PROGRAMS BETWEEN ADULT AND CHILD DAY CARE CENTERS

Safety and Comfort

1. Be sure insurance covers transportation of both children and clients.
2. Have attendance lists of all participating clients and children.
3. Have a list of emergency numbers.
4. Work out an accident plan and emergency procedures ahead of time.
5. There should be at least three staff people present - one who knows first aid to stay with the victim of an accident, one to call for help, and one to watch remaining clients and children.
6. Everyone, including staff should wear large, clearly-printed nametags - preferably ones that don't require pins.
7. Chairs should be appropriatley sized and spaced to accomodate older adults, walkers, and wheelchairs.
8. Materials should be easily used by the old and the young. They should be ready ahead of time and organized so they can be quickly and easily distributed.

Preparation of Children

1. Stimulate discussions about people the children know who are old and what old means.
2. Ask children for all the good words and bad words they can think of to describe old people.
3. Explain to children and their parents about the upcoming intergenerational event. Encourage questions and feelings.
4. Encourage children's grandparents to visit the class.
5. Read storybooks depicting older adults in positive and realistic ways.
6. To sensitize children to fragility of older adults, bring in a very old newspaper and a brand new one.

*This paper was prepared for an INTERGENERATIONAL PLAY AND CREATIVE EXPRESSION course at Oakton Community College, 1600 East Golf Road, Des Plaines, IL. 60016 by Carolyn Koehnline.

Preparation of Children - cont.

7. Let children try on a pair of clear glass glasses spread with vaseline. Explain that some older adults have a hard time seeing.

8. Let children try talking and listening with cotton in their ears. Explain that some older adults have a hard time hearing.

9. Have children decorate large nametags to be worn when visiting. Ask if there is anything special they want to say about themselves on their nametags - for instance, "I'm Ralph and I have a brown rabbit."

10. Ask children which songs they would most enjoy sharing with the clients.

Preparation of Clients

1. Stimulate discussions about grandchildren, what it's like to be a grandparent vs. a parent, and what it was like to be a child. Ask what children are like today, and ask what they think a child's day care center would be like.

2. Ask clients if they know any childhood songs or games and if they'd enjoy teaching them to children.

3. Ask clients for both positive and negative words describing children and make two lists on the blackboard.

4. Ask clients if they'd enjoy having a group of young children visit them at the center. Ask for suggestions about what they might enjoy doing with them and make a list on the board.

5. Have them bring in pictures of themselves as children, and their own children, grandchildren and great-grandchildren.

6. Have clients cut out pictures of children's faces from magazines and make a large collage.

7. Have clients who wish to work on a big, illustrated sign greeting the children. One of the clients can read it to the children when they arrive.

8. Teach the clients some of the songs the children will be singing.

9. Have clients work on large nametags for themselves. Allow them to choose what they'd like the children to call them.

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Reinforcement for Children

1. Give children ample opportunity to react to intergenerational visits through drawing, painting, dramatic play, discussions and so forth.

2. Ask children if they would like to draw pictures for their new friends. These can be mailed to the adult day care or brought personally be the children on the next visit. Children who are too young to write can establish a pen pal relationship through their artwork.

3. Take children to visit a nursing home and encourage them to draw what they have seen. Discuss the different places that older people can live.

4. Encourage children to compare what they need to what an old person needs in order to survive and be happy. Ask what children like to do vs. what old people like to do, to eat, to wear, and so forth.

5. Take the children to the woods, lake, zoo and various places where the different stages in the life cycle can be observed.

6. Using magazine pictures of human faces, ask children to put them in order from youngest to oldest. Ask them what they like and what they don't like about the faces. Ask if they think that old faces can be beautiful. Ask what makes something beautiful.

7. Invite older people from the community to come in and share their knowledge with the children - for instance, a retired fireman, an artist, an expert on wildflowers.

8. Always tie lesson plans in with the life cycle. If you are discussing numbers, talk about ages. If you're discussing feelings, talk about how people feel at different ages.

9. Try to emphasize aging as something positive - surviving as oppossed to "getting sicker."

Reinforcement for Clients

1. Encourage clients to discuss the children's visit, what they liked and didn't like about it, whether they'd like to do it again, and what kinds of things they'd like to do for the children.

2. As quickly after the event as possible, encourage clients to write a cooperative poem about the children's visit. Each client who wishes to can contribute a word or a line. This poem can be mailed to the child day care center.

3. Ask clients about their hopes, fears, jealousies etc... for children. Would they rather be a child or a grandparent?

Reinforcement for Clients - cont.

4. Involve clients in preparing a skit to do for the children about their own lives or whatever they choose. Invite them to participate in writing, costumes, and staging.

5. Have clients who wish to form a decorating committee to plan, make, and put up decorations each time the children come to visit.

6. Involve clients who enjoy woodworking in making a ring toss pole or other active games to be used with the children.

7. Have clients who enjoy sewing make bean bags for games and simple stuffed animals for children to cuddle while visiting.

* * * * *

Resource List

An Intergenerational Handbook - Developed by Broome County Intergenerational Activities Program. Winifred McDuffie - Coordinator. Sponsored by Broome County Child Development Council, Kevin Tobin, Director, 29 Fayette St., Binghamton, NY 13901

Intergenerational Activities Curriculum - by Winifred McDuffie, Alice McNeely, and Susan Herzog, Jan. 1980.

* * * * *

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CHILDREN'S BOOKS

1. Browse through the book collection.

2. Choose one book to analyze.

3. After reading the book, answer the following questions, either by yourself or through discussion in your group:

   a. Title
      Author
      Illustrator

   b. What does the older person do in the story?

   c. Is he/she portrayed as active or passive?

   d. Who are the children in the story, if any?

   e. What is the relationship between the older person and the children?

   f. Are there other adults in the book?

   g. What is their role in relationship to the older person?

   h. Are there any other important characters?

   i. What descriptive words are used for the older person?

   j. Look at the illustrations. How do you know the person is older?

   k. Do you feel that the descriptions, the activities, and/or the illustrations reinforce positive images about older people. Give examples.

      Do they reinforce negative stereotypes? Give examples.

   l. What message does this book give to children about older people?

   m. Did you enjoy the book? Why or why not?

   n. How would you use this book with a child or children?

4. In your group, choose one book to share with the larger group. If there is time, we will share more books.

Children's Books - Aging Awareness

Alexander, Martha. The Story Grandmother Told K-1
Aliki. The Two of Them (K-4)
Bach, Alice. Mollie Make-Believe. (3-5)
Bartoli, Jennifer. Nanna (K-3)

Bernstein, Joanne & Gullo, Stephen. When People Die (all ages)

Blau, Judith. The Bagel Baker of Mulliver Lane (2-4)
Blue, Rose. Grandma Didn't Wave Back. (4-6)

Barach, Barbara. Grandpa (K-2)

Bradbury, Bianca. Andy's Mountain (5-6)

Brooks, Ron. Timothy & Gramps. (K-2)
Buck, Pearl S. The Beech Tree. (K-3)
Buck, Pearl S. The Big Wave. (3-6)

Buckley, Helen E. Grandfather & I. (K-1)
Buckley, Helen E. Grandmother & I. (K-1)
Buckley, Helen E. The Wonderful Little Boy (K-2)

Burch, Robert. Two That Were Tough (3-6)

Byars, Betsy. The House of Wings. (4-6)
Byars, Betsy. After the Goat Man (4-6)

Carrick, Malcomb. Tramp (K-3)

Chorao, Kay. Lester's Overnight (K-2)

Cleaver, Bill & Vera. Queen of Hearts. (5-6)
Cleaver, Bill & Vera. The Whys & Wherefores of LittaBelle Lee (5-6)

Clifford, Eth. The Rocking Chair Rebellion. (3-6)

Clymer, Eleanor. The Spider, The Cave & the Pottery Bowl. (3-5)

Corbett, Scott. The Great McGoniggle's Gray Ghost. (3-5)

Corcoran, Barbara. A Dance to Still Music. (4-6)

Craft, Ruth Carrie Heppel's Garden. (K-3)

DeJong, Meindart. Journey from Peppermint Street. (4-6)

DePaola, Tomi. Nana Upstairs, Nana Downstairs. (K-3)
DePaola, Tomi. Watch Out for Chicken Feet in Your Soup. (K-2)

Distad, Audree. The Dream Runner. (5-6)
Ewin, Kathryn. A Private Matter. (3-6)

Fassler, Joan. My Grandpa Died Today. (K-3)
Farber, Norma. How Does It Feel to be Old? (4-6)

Fleischman, Sid. The Wooden Cat Man. (K-4)
Fleischman, Sid. Me & the Man on the Moon - Eyed Horse (2-5)

Flora, James. Grandpa's Farm. (K-3)
Flora, James. Grandpa's Ghost Stories. (3-5)

Farrai, Maria S. A Look At Old Age. (K-5)

Fox, Paula. A Likely Place. (4-6)

Gauch, Patricia. Grandpa & Me. (K-3)

Goffstein, M.B. My Noah's Ark. (K-3)
Goffstein, M.B. Two Piano Tuners. (3-5)

Goldman, Susan. Grandma Is Somebody Special. (K-2)

Greene, Phyllis. Grandmother Orphan. (4-6)

Hellberg, Hans - Erie. Grandpa's Maria. (3-6)

Henry, Marguerite. Misty of Chincotegue. (4-6)

Hood, Flora Mae. Something for the Medicine Man. (2-4)

Howard, Moses. The Ostrich Chase. (5-6)

Irwin, Hadley. The Lillith Summer. (3-6)

Kennedy, Richard. Come Again Next Spring. (2-6)

Kleberger, Ilse. Grandmother Oma. (3-6)

Klein, L. How Old is Old?

Knotts, Howard. Great-Grandfather, The Baby and Me. (K-3)

Konigsburg, Elaine. Altogether, One at a Time. (3-6)

Kroll, Steven. If I could be my Grandmother. (K-2)

Kruss, James. My Great-Grandfather & I. (4-6)

Kumin, Maxine. When Grandmother Was Young. (2-4)

Kumin, Maxine. When Mother Was Young. (2-4)
Lasky, Kathryn. I Have Four Names for My Grandfather. (K-2)

LeFarge, Phyllis. Granny's Fish Story. (K-3)

Lenski, Lois. Debbie & Her Grandma. (K-1)

LeRoy, Gen. Emma's Dilemma. (3-5).

Lexau, Joan M. Benjie. (K-2)
Lexau, Joan M. Benjie on His Own. (K-2)

Lim, John At Grandmother's House. (K-2)

Loof, Jan. My Grandpa Is a Pirate. (K-2)

Lundgren, Max. Matt's Grandfather. (K-3)

MacDonald, Betty. Mrs. Piggle-wiggle. (2-6)

McCloskey, Robert. Burt Dow: Deep Water Man (K-2)
McCloskey, Robert. Centerburg Tales. (3-6)

Mahy, Margaret. Leaf Magic. (K-3)
Mahy, Margaret. Ultra-Violet Catastrophe. (K-3)

Matthis, Sharon. The Hundred Penny Box. (K-5)

Mazer, Norma. A Figure of Speech. (5/6)

Miles, Miska. Annie & the Old One. (2/5)

Ness, Evaline. Josefina February. (K-3)

Newman, Shirlee. Tell Me, Grandma, Tell Me, Grandpa. (K-2)

Orgel, Doris. The Mulberry Music. (4-6)

Pringle, Lawrence. Death Is Natural. (4-6)

Rabin, Gil. Changes. (5-6)

Raynor, Dorka. Grandparents Around the World. (K-6)

Robinson, Adjai. Femie & Old Grandaddie. (2-4)

Robinson, Jean. The Secret Life of T.K. Dearing. (4-6)

Rogers, Pamela. The Rare One. (4-6)

Schaefer, Jack. Old Ramon. (5-6)

Schick, Eleanor. City in the Winter. (K-2)

Schnurr, Constance. The Crazy Lady. (1-4)

Segal, Lou. Tell Me a Mitzi. (K-3)
Segal, Lou. Tell Me A Trudy. (K-3)

Shanks, Ann. Old Is What You Get. (5-6)

Sharmat, Marjorie. Morris Brookside, A Dog. (1-3)

Shotwell, Louise. Magdalena. (4-6)

Skolsky, Mindy. The Whistling Teakettle & Other Stories About Hannah
Skolsky, Mindy. Carnival & Kopek and More About Hannah.

Skorpen, Leisel. Old Arthur. (K-3)
Skorpen, Leisel. Mandy's Grandmother. (K-4)

Sanneborn, Ruth. I Love Gram. (K-2)

Spyre, Johanna. Heidi. (all ages)

Stevens, Carla. Stories from a Snowy Meadow. (1-4)

Stevenson, James. Could Be Worse. (K-3)
Stevenson, James. The Worst Person in the World. (K-3)

Strete, Craig. When Grandfather Journeys Into Winter. (4-6)
Stuart, Jesse. The Beatinest Boy. (3-5)
Swayne, Sam & Zoa. Great-Grandfather in the Honey Tree. (1-3)

Thiele, Colin. The Hammerhead Light. (4-6)

Tobias, Toby. Jane, Wishing (3-5)

Tripp, Wallace. Sir Toby Jingle's Beastly Journey. (1-3)

Udry, Janice. Mary Jo's Grandmother. (K-2)

Wersba, Barbara. The Dream Watcher. (5-6)
Williams, Barbara. Kevin's Grandmother. (K-2)
Williams, Jay. The Magic Grandfather. (K-2)

Zolotow, Charlotte. My Grandson Lew. (K-2)
Zolotow, Charlotte. William's Doll. (K-2)

Projected Plan for Program Implementation

ame _____ Agency _____

ollaboration Agency _____

rogram Goal:

Month	Activity	Who's Involved	Who's Responsible	Resources Needed

GENERATIONS TOGETHER

Senior Citizen School Volunteer Program
Senior Citizen Artists' Resource Program
Senior Center Intergenerational Program
Curriculum on Aging Program
Service-Learning Programs

6-Month Follow-up Workshop Handouts

Developing Intergenerational Programs Jointly with the Aging and Child Care Networks in Pennsylvania

Six-Month Follow-Up Meeting

AGENDA

Welcome and Objectives for the Day

Progress Reports

- accomplishments
- procedures that helped
- obstacles that hindered
- future plans

Problem Solving

(related to obstacles and future plans)

L U N C H

Program Evaluation

Preparation for the Unspeakable

Networking Support

University Center for Social and Urban Research
600 A Thackeray Hall • University of Pittsburgh • Pittsburgh, PA 15260 • (412) 624-5470

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Kubler-Ross, Elisabeth On Death and Dying, The Macmillan Company, New York, 1969, p. 8

Kubler-Ross, Elisabeth Questions and Answers on Death and Dying, Macmillan Publishing Co., Inc., New York, 1974, pp.142-153.

Lifton, Robert Jay and Olson, Eric Living and Dying, Praeger Publishers, New York, 1974, pp. 65-66.

Mini-Conference Committee. Spiritual Well-Being, Technical Report, White House Conference on Aging, 1971.

Oberleder, Muriel Avoid the Aging Trap, Acropolis Books Ltd. Washington, D.C. 1982, pp. 117-121.

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Schoenberg, Bernard; Carr, Arthur C.; Kutscher, Austin H.; Peretz, David; and Goldbert, Ivan Anticipatory Grief, Columbia University Press, New York, 1974, pp. 240-245.

Program Implementation Progress Report

Name_____ Agency_____

1. STRENGTHS	2. OBSTACLES

3. Future Plans

Goal:

Collaborating Agency:

Tasks:

when	what	by whom

GENERATIONS TOGETHER

Senior Citizen School Volunteer Program
Senior Citizen Artists' Resource Program
Senior Center Intergenerational Program
Curriculum on Aging Program
Service-Learning Programs

APPENDIX G

Pre- and Post-Workshop Questionnaires

Developing Intergenerational Programs Jointly with the Aging and Child Care Networks in Pennsylvania

Name:_____ Date:_____

Position:_____

Agency:_____

Agency Address:_____

_____

_____
(zip)

Phone: (Office)_____

(Home)_____

Pre-Workshop Questionnaire

Please take a few minutes to thoughtfully answer the following questions.

1. What is an intergenerational program?

2. A. Who stands to benefit from an intergenerational program?

   B. What are the potential benefits of intergenerational programs?

3. List five (5) conditions or features that contribute to successful intergenerational programs.

   (a)
   (b)
   (c)
   (d)
   (e)

4. What are the major steps involved in developing successful intergenerational programs?

5. A. As part of your preparation for an intergenerational program, for whom should you provide orientation and training experiences?

B. What topics should be covered as part of the orientation and training?

6. What are the two major purposes for evaluating your intergenerational program?

7. What are some potential obstacles to developing an intergenerational program?

8. What are possible roles or responsibilities of the older adult participants in an intergenerational program?

9. What may the roles and responsibilities be of the staff from

   a. the agency providing service to young children?

   b. the agency providing service to older adults?

10. What are your personal expectations for this workshop?

Post-Workshop Questionnaire

Please take a few minutes to thoughtfully answer the following questions.

1. What is an intergenerational program?

2. A. Who stands to benefit from an intergenerational program?

   B. What are the potential benefits of intergenerational programs?

3. List five (5) conditions or features that contribute to successful intergenerational programs.

   (a)
   (b)
   (c)
   (d)
   (e)

4. What are the major steps involved in developing successful intergenerational programs?

5. A. As part of your preparation for an intergenerational program, for whom should you provide orientation and training experiences?

B. What topics should be covered as part of the orientation and training?

6. What are the two major purposes for evaluating your intergenerational program?

7. What are some potential obstacles to developing an intergenerational program?

8. What are possible roles or responsibilities of the older adult participants in an intergenerational program?

9. What may the roles and responsibilities be of the staff from

   a. the agency providing service to young children?

   b. the agency providing service to older adults?

10. How well were your expectations for this training workshop met? (circle one)

All of my expectations were met	Most	Some	A Few	None of my expectations were met

11. How has this training workshop impacted on your ability to develop or expand your intergenerational program? (circle one)

a. improved

b. no change

c. made worse

12. How would you describe the length of the training workshop considering the information covered? (circle one)

too short a bit short just right a bit long too long

13. Were the number of participants: (circle one)

Definitely too many	Somewhat more than I prefer	Just Right	Somewhat less than I prefer	Definitely too few

14. Compared with other training programs in which you have participated, this one was: (circle one in each of the following sets of descriptors)

14.1	Very Uninformative	Uninformative	so-so	Informative	Very Informative
14.2	Very Interesting	Interesting	so-so	Uninteresting	Very Uninteresting
14.3	Very Irrevelant	Irrevelant	so-so	Relevant	Very Relevant
14.4	Definitely Worth my Time	Worth my Time	so-so	Not Worth my time	Definitely Not Worth My Time

15. What suggestions do you have for improving this workshop?

APPENDIX H

Survey of Project Participants

Developing Intergenerational Programs Jointly with the Aging and Child Care Networks in Pennsylvania

Survey of Project Participants

This questionnaire solicits information on the intergenerational program (if any) you have developed and on your participation in the training and follow-up workshops. Your individual responses will be kept confidential.

Section A

1. What is your job title?_____

_____

2. What is the name of your agency?_____

_____

3. How would you describe your intergenerational program? (Complete all responses that are appropriate.)

   a. ongoing and planned. ____Yes ____No

      If yes, (i) when did it begin? _____
      month/year

      (ii) how often does it occur? _____
      weekly, bimonthly, monthly, etc.

   b. spontaneous and unplanned. ____Yes ____No

      If yes, (i) how many events have occurred? _____
      number

   c. occasional planned event? ____Yes ____No

      If yes, (i) how many events have occurred? _____
      number

   d. program terminated? ____Yes ____No

      If yes, (i) when was it terminated? _____
      month/year

   e. No program yet? _____

4. a. If you don't have a program yet or if your program has terminated, what factors are responsible for this? _____

_____

_____

   b. Do you have any plans to establish a new program in the near future?

      (1)_____Yes (2)_____No

   c. What plans do you have?_____

_____

_____

5. a. If you currently have a program, do you plan to:

      (i) maintain it as it is?_____ (ii) expand it?_____

      Explain_____

_____

Section B

1. What is the name of the agency collaborating with yours?_____

_____

2. What is the job title of your counterpart in the collaborating agency?_____

_____

3. How would you describe the cooperation between the two agencies?

_____(1) Excellent

_____(2) Good

_____(3) Fair

_____(4) Poor

4. How reliable did you find your collaborating agency?

_____(1) Very reliable

_____(2) Somewhat reliable

_____(3) A little reliable

_____(4) Not reliable

5. In which of the activities listed below did your agency or the collaborating agency take the leadership? (Check only one alternative for each activity.)

	Leadership taken by:		
Activity	My agency	Collaborating agency	Both, equally
(a) Orientation			
(b) Recruitment			
(c) Ongoing Training			
(d) Recognition of Participants			
(e) Support of Participants			
(f) Evaluation			
(g) Day-to-day Planning			

6. To what extent did the establishment of your intergenerational program depend on your collaboration with the other agency?

(a) Greatly dependent

(b) Somewhat dependent

(c) Not dependent

HHS/Q/OAP
11/84

APPENDIX I

Questionnaire for Older Adult Participants

Intergenerational Program Impact Questionnaire
Older Adult Participants

Now that you have participated in an intergenerational program involving older adults and children or youth, we would like you to respond to the following questions related to your experience. These questions will help us to evaluate the program. Your individual answers will be kept confidential.

Section A

(1) What kind of experience have you had with children or youth other than your own (e.g., in scouting, teaching, baby sitting)?_____

_____

(2) Do you feel that you were adequately prepared for your experience with the children or youth in this program?
1) Yes _____ 2) No _____

(3) a) Was your experience with the children or youth a worthwhile use of your time?
1) Yes _____ 2) No _____

b) Comments:_____

_____

(4) Do you think your interaction with the children or youth has been beneficial to them?
1) Yes _____ 2) No _____

b) Comments: _____

_____

(5) Has this experience affected how you feel about how kids are raised these days ?
1) Yes _____ 2) No _____

b) Comments: _____

_____

(6) Would you like to continue participating in this intergenerational program?
1) Yes _____ 2) No _____

(7) Would you like the amount of time you spend with the children and youth in this program to:
1) increase? _____ 2) decrease? _____ 3) remain the same? _____

(8) Would you recommend this program to others?
1) Yes _____ 2) No _____

Section B

(1) Do you feel you have benefited from your interaction with the children or youth?
1) Yes _____ 2) No _____

(2) Has the experience with children or youth affected:

	It's Better	No Change	It's Worse	Not Applicable
a) your physical health?	_____	_____	_____	_____
b) your general feeling of happiness?	_____	_____	_____	_____
c) how well you get along with people?	_____	_____	_____	_____
d) amount of social contact?	_____	_____	_____	_____
e) your self confidence?	_____	_____	_____	_____
f) your feeling of being valued?	_____	_____	_____	_____
g) your feeling of satisfaction with life as a whole?	_____	_____	_____	_____

Section C

(1) Agency Name _____

(2) Sex: (1) Male _____
(2) Female_____

(3) Age: (1) 50 - 54 years_____
(2) 55 - 59 years_____
(3) 60 -64 years_____
(4) 65 - 69 years_____
(5) 70 - 75 years_____
(6) 76 - 80 years_____
(7) 80 - 85 years_____
(8) 86+ years_____

(4) Race: (1) White _____
(2) Black _____
(3) Hispanic _____
(4) Oriental _____
(5) Other _____ (please specify)_____

(5) Marital Status (please check one)
(1) Single (never married) _____
(2) Married _____
(3) Divorced _____
(4) Separated _____
(5) Widowed _____

(6) Do you have:
Children? (1) Yes _____ (2) No _____
Grandchildren? (1) Yes _____ (2) No _____
Great Grandchildren (1) Yes _____ (2) No _____

(7) What was the highest level of formal education you completed (check one only)?
(1) grade school _____
(2) high school _____
(3) college _____
(4) graduate or professional school _____
(5) other, please specify_____

APPENDIX J

Children or Youth Impact Questionnaire
Intergenerational Program Impact Questionnaire
Children or Youth Participants

Now that the children or youth in your agency have been involved in an intergenerational program, we would like you to assess the program's impact on them. Please answer the following questions. Your individual responses will be kept confidential.

Section A

1. Name (optional)_____

2. Are the older participants in your intergenerational program
   independent older adults?_____ Or
   semi-independent older adults?_____ Or
   dependent older adults?_____

3. What is the sponsoring agency for the older adult?
   (1) adult day care?_____
   (2) senior center? _____
   (3) nursing home? _____
   (4) residential? _____
   (5) self-referred or volunteer (e.g.,RSVP)_____
   (6) FGP, Senior Aides _____
   (7) Other _____

4. For how long have the older adults interacted with your children/youth?

   _____months and _____weeks

5. How often do the children/youth and older adults interact?

   daily _____ monthly _____

   weekly _____ Other, please specify _____

6. What is the approximate length of each scheduled interaction? _____hours

7 How many children/youth under your supervision participate in the intergenerational program?_____

8 What is the age range of the children or youth involved in this program?
   (1) 0 - 18 months _____
   (2) 1-1/2 - 3 years _____
   (3) 4 - 6 years _____
   (4) 7 - 10 years _____
   (5) 11 - 14 years _____
   (6) 15 - 22 years _____

9. Which of the following types of interactions occur between the children/youth and older adults? (Check all that apply.)

   one-to-one _____ small groups (2 - 6)_____ large groups (7 or more)____

Section B

1. How did the children or youth respond to the older adults' presence? (Check one.)
   (1) Positively_____
   (2) Neither positively nor negatively_____
   (3) Negatively_____
   Comment _____

   _____

2. a) Do you feel the children/youth benefitted from this interaction with the older adults?
   (1) Yes _____ (2) No _____ (3) Undecided _____

   b) If yes, in which of these areas?
   (1) Learning: _____
   (2) Behavior: _____
   (3) Emotional growth: _____
   (4) Socialization: _____

   c) If no, please comment_____

3. a) How has your participation in this intergenerational program impacted upon you?
   (1) Helped with my work _____
   (2) Hindered my work _____
   (3) Undecided _____

   b) If it helped you, in which of these areas? (Check whichever is appropriate.)
   (1) More time to plan _____
   (2) Time for more individual attention to the children _____
   (3) More insight into the aging process _____

   c) If it hindered your work, in which of these areas? (Check whichever is appropriate.)
   (1) Less time to plan for children _____
   (2) Too much extra work _____
   (3) Disrupted children which caused problems for me _____

4. Would you recommend this program to others?
   (1) Yes _____ (2) No_____ (3) Undecided _____

5. Please describe the impact on the older adults as you perceive it to be. (Complete only after 3 or more interactions.)

	Positive Change	No Change	Negative Change
(i) their physical health	_____	_____	_____
(ii) their interactions with people within the environment	_____	_____	_____
(iii) their self-confidence	_____	_____	_____
(iv) their happiness	_____	_____	_____

6. Do the children or youth share their experiences in this intergenerational program with their families?
   (1) Yes _____ (2) No _____ (3) Not sure _____

Section C - For Child Care Staff Only

Please assess the impact of the program on the children in terms of the following areas.

	Positive Change	No Change	Negative Change	Not Applicable
1) Talking Ability	_____	_____	_____	_____
2) Reading ability	_____	_____	_____	_____
3) Spelling	_____	_____	_____	_____
4) Vocabulary	_____	_____	_____	_____
5) Interest in drawing and painting	_____	_____	_____	_____
6) Interest in numbers (arithmetic)	_____	_____	_____	_____
7) Interest in puzzle	_____	_____	_____	_____
8) Problem solving	_____	_____	_____	_____
9) Manipulative skills	_____	_____	_____	_____
10) Socializing with other children and youth	_____	_____	_____	_____
11) Self discipline	_____	_____	_____	_____
12) Orderliness	_____	_____	_____	_____
13) Fighting	_____	_____	_____	_____
14) General behavior	_____	_____	_____	_____
15) Attention span	_____	_____	_____	_____
16) Conforming with routines	_____	_____	_____	_____
17) Interest in being around older people	_____	_____	_____	_____
18) Self concept	_____	_____	_____	_____

	Positive Change	No Change	Negative Change	Not Applicable
19) Self-feeding	_____	_____	_____	_____
20) Toilet training	_____	_____	_____	_____
21) Crying	_____	_____	_____	_____
22) Interest in physical exercise	_____	_____	_____	_____
23) General physical activity	_____	_____	_____	_____

APPENDIX K

Intergenerational Program Profiles

CENTRAL PENNSYLVANIA

Children/Youth Network Agency:	Day Care Services of Blair County
Aging Network Agency:	Garvey Manor Nursing Home
Children/Youth Participants:	70 (divided into 4 classes)
Ages:	1½ - 6 years
Older Adult Participants:	100 total
Level of Functioning:	dependent
Frequency of Interaction:	weekly (for each class; each class visits on a different day of the week)
Length of Interaction:	75 minutes/week

Description: The activities include music, puzzles, drawing or painting, reading, watching movies together, etc. During good weather, the elders and children sometimes go on picnics together to local parks. Children occasionally have lunch with the nursing home residents, and some even visit with residents in their rooms.

Future Plans: There are no plans to change this program, only to maintain it.

Comments: The children have become very affectionate with the elders and have special friends whom they look for. The elders are more alert and look forward to the children's visits.

Children/Youth Network Agency: Mt. Joy Day Care (C.A.P. of Lancaster)
Aging Network Agency: Lancaster Office of Aging

Children/Youth Participants: 25
Ages: 2 ½ - 6 years

Older Adult Participants: 1
Level of Functioning: independent

Frequency of Interaction: daily
Length of Interaction: 4 hours per day (20 hours per week)

Description: The older participant in this project is a senior aide assigned to the child care center by the office on aging. This senior aide reads to the children, plays table and board games with the children, helps with cooking activities, and comforts children who are upset.

Future Plans: The program is working well, and it will be maintained.

Comments: The aide feels needed and loved. The children really enjoy her and call her grandma.

Children/Youth Network Agency:	Carlisle Day Care Center
Aging Network Agency:	Salvation Army Senior Action Center
Children/Youth Participants:	6 to 8
Ages:	3 years
Older Adult Participants:	6 - 8 years
Level of Functioning:	independent
Frequency of Interaction:	weekly
Length of Interaction:	30 minutes/week

Description: A group of children go to the senior action center where each child is paired with a center member. The children, with the older adults' assistance, work on fine and gross motor skills with activities such as cutting, coloring, and putting puzzles together.

Future Plans: The major plan is to get more senior center members involved.

Comments: Its doing very well and the elders especially look forward to their "little friends" every week. Some elders are very observant to the needs of the little ones.

Children/Youth Network Agency: Huntingdon County Head Start,
Huntingdon County Child Development

Aging Network Agency: Huntingdon County Nursing Home
Huntingdon County Area Agency on Aging
Senior Centers

Children/Youth Participants: 35
Ages: 4 - 6 years

Older Adult Participants: 35
Level of Functioning: independent and semi-independent

Frequency of Interaction: monthly
Length of Interaction: 2 hours/month

Description: The interactions are planned for small groups of approximately 5 children and 5 older adults each. The children are taken to the older adults' agency for a planned activity. The activities vary somewhat depending on whether the older adults are from a nursing home or a senior center.

Future Plans: This program would like to expand from 7 small groups to 10 or 12 groups of approximately 5 children and 5 seniors each.

Comments: In addition to these new intergenerational relationships between the day care and Head Start children and older adults at senior centers and a nursing home, Green Thumb workers and RSVP volunteers also come to a few of the children's classrooms.

Children/Youth Network Agency:	Child Development Council
Aging Network Agency:	Philipsburg Senior Center
Children/Youth Participants:	35 total; approximately 10 each week
Ages:	3 - 6 years
Older Adult Participants:	10
Level of Functioning:	independent
Frequency of Interaction:	weekly
Length of Interaction:	1 hour per week

Description: Typical activities involve reading stories, acting out some of the stories, and simple craft projects. A holiday party was a special program highlight. The seniors made decorations for the children's tree, and the children made cookies for their senior friends in preparation for the party.

Future Plans: The kinds of activities in which the children and seniors engage will be expanded but not the frequency.

Comments: There is one particular fellow with a white beard and a hearty laugh whom the children adore. (I'm sure they think he is Santa Claus or at least a relative of his.) This man is quite shy and had previously spent most of his time alone. Now he looks forward to seeing the kids and his face just lights up.

It has come to the point where the seniors will ask about and look forward to their special friends, and the children in their own way do the same thing. Special relationships between the two generations have definitely developed and are being maintained through this program.

Children/Youth Network Agency:	Mechanicsburg Learning Center
Aging Network Agency:	Mechanicsburg Senior Adult Center
Children/Youth Participants:	16
Ages:	3 - 4 years
Older Adult Participants:	6
Level of Functioning:	independent
Frequency of Interaction:	monthly
Length of Interaction:	1 hour

Description: Members of the Senior Center chorus go to the children's center to sing songs, play games, and do crafts with the children.

Future Plans: Plans are in the works to increase the frequency of the interactions to 2 per month which should help the children and seniors to get to know each other better.

Comments: Our goal is to provide meaningful relationships between the adults and children while they enjoy fun experiences. We hope friendships will evolve.

Children/Youth Network Agency: Littlestow, Gettysburg, and New Oxford Area School Districts

Aging Network Agency: Adams County Office for Aging (Senior Center)

Children/Youth Participants: varies
Ages: 7 - 12 years

Older Adult Participants: varies
Level of Functioning: independent

Frequency of Interaction: monthly (approximately)
Length of Interaction: [not reported]

Description: None provided

Future Plans: Plans are being formulated by a representative of the Office for Aging, and the school principals for an intergenerational pen pal program and an intergenerational chorus program.

Comments:

Children/Youth Network Agency: Blair County Head Start
Aging Network Agency: United Presbyterian Home, Bellemeade Nursing Home

Children/Youth Participants: 38
Ages: 4 - 6 years

Older Adult Participants: 30
Level of Functioning: semi-independent (nursing home residents)

Frequency of Interaction: monthly
Length of Interaction: 3 hours/month

Description: Head Start children and nursing home residents engage in craft, fine motor, and language activities. The Head Start teachers plan the specific activities and supply materials for them.

Future Plans: Plans are to maintain the program as it is.

Comments: The children are establishing ongoing relationships with elders, and the Head Start teachers are throughly enjoying the program. It is a shot in the arm for caring teachers to watch faces (both young and old) light up as friendships are formed and as elders and young children grow to care about each other.

Children/Youth Network Agency: C.A.P. Child Development Program
Aging Network Agency: Lancaster Neighborhood Center, Lancaster County Office on Aging

Children/Youth Participants: 20
Ages: 2 ½ - 4 years

Older Adult Participants: 20
Level of Functioning: independent

Frequency of Interaction: monthly (began weekly but was changed due to illness)
Length of Interaction: 30-45 minutes

Description: The activities planned for this program include stroy-telling, lotto games, singing, and snacking. During the interactions the older adults often rock and hold the children which has a comforting and reassuring effect on some of the children, especially the very quiet children.

Future Plans: Although this program currently meets monthly, the goal is to provide planned interactions on a regular--weekly--basis between a senoir citizen volunteer and a group of children. The sponsoring agency staff are working to recruit older adult volunteers to reach this goal.

Comments: This is a process where everybody benefits. We need to be patient, keep our goals, and keep our rapport. No one is discouraged. One of our [older] participants rocked children. She established a rapport with a very quiet child. The child responded in a positive way when the senior citizen came into the room.

The children learned the names of many of the seniors and when we walk by [the senior center] we are able to wave and address several of them by name. We all have a good feeling about this.

NORTHEASTERN PENNSYLVANIA

Children/Youth Network Agency:	Bradford County Day Care
Aging Network Agency:	Sayre House
Children/Youth Participants:	25
Ages:	3 - 6 years
Older Adult Participants:	20
Level of Functioning:	dependent
Frequency of Interactions:	bimonthly
Length of Interactions:	2½ hours every other week

Description: The normal activites of the child care program are followed when the children visit the nursing home. Usually the activities relate to the monthly theme at the child care program and involve a craft project which the children and residents can do together. On alternate visits the nursing home residents go to the child care center and follow the program scheduled for the children.

Future Plans: The plans are to try to maintain the program despite the transportation problem created by the new child seat belt laws in Pennsylvania.

Comments: The program works very well with the alternating visits. During summer months the visits are more frequent.

Children/Youth Network Agency:	Penn's Woods Girl Scouts; Local College
Aging Network Agency:	Luzerne and Wyoming Counties Bureau for the Aging
Children/Youth Participants:	40
Ages:	4 - 22 years
Older Adult Participants:	200
Level of Functioning:	independent, semi-independent and dependent
Frequency of Interactions:	several times throughout the year
Length of Interactions:	3 hours/month (average)

Description: Actually a variety of intergenerational programs are conducted by the Bureau for the Aging. These range from special entertainment programs to seasonal activities such as camping to special events such as the senior olympics which is conducted with the help of scouts and college students. Some youth also volunteer at some of the senior centers in the area.

Future Plans: These activities will be maintained, and new ideas may be tried.

Comments: The participation of the youth in the senior olympics program allow more events to be held in which the seniors can enter.

Children/Youth Network Agency:	Wee Care, Inc.
Aging Network Agency:	Stroudsburg Senior Center
Children/Youth Participants:	25
Ages:	1½ - 3 years
Older Adult Participants:	25
Level of Functioning:	independent
Frequency of Interactions:	quarterly (every 3 months)
Length of Interactions:	1 hour per session

Description: The young children interact with the senior center members at the senior center. Typical visits include a performance by the children (e.g., songs, fingerplays) followed by a treat prepared and served by the center members. During the refreshments, the center members socialize freely with the children, helping them with their snacks and praising them on their performance.

Future Plans: Current plans call for increasing the frequency of these interactions between the children and older adults and planning some small group interactions as opposed to the present large group structure.

Comments: The children thrive on the attention received from the seniors who enjoy such "active youth." We've also found that keeping the visits short helps to maintain the quality of the experience.

Children/Youth Network Agency: Allentown School District
Aging Network Agency: Lehigh County Area Agency on Aging

Children/Youth Participants: 19
Ages: 7 - 17 years

Older Adult Participants: 19
Level of Functioning: semi-independent (mostly "shut-ins")

Frequency of Interactions: weekly
Length of Interactions: 1 hour per week

Description: Middle School students are paired with an older adult in their community who live alone and get out very little. The children call their older "telephone pals" weekly to provide reassurance and conversation, show support, and just listen. The students actually place their calls from a telephone in their classroom specifically installed for this purpose.

Future Plans: Strong interest is expressed in expanding this program to other schools and thereby increasing the numbers of young and older participants.

Comments:

Children/Youth Network Agency:	Head Start of Lackawanna County Private and non-profit day care centers throughout Lackawanna County
Aging Network Agency:	Nursing Homes in Lackawanna County
Children/Youth Participants:	8 - 14 in each of 12 programs
Ages:	1½ - 6 years
Older Adult Participants:	10 - 15 in each of 12 programs
Level of Functioning:	semi-independent and dependent
Frequency of Interactions:	monthly on average, with some programs meeting weekly
Length of Interactions:	2 hours per month

Description: There are currently 12 nursing homes in Lackawanna County participating in this intergenerational program network. Each nursing home is paired with a specific day care center according to its location; transportation is provided by Interfaith Friends. The children are taken to the nursing home, and occasionally the residents visit the day care center. One-to-one visits are provided along with entertainment, socialization, and arts and crafts activities. Special trips (weather permitting) are planned--e.g., picnics and rides in the country for both the children and residents.

Future Plans: This program will maintain the interactions between the nursing home residents and young children. It is also seeking to include participation of area high school and college students with the older adults.

Comments: Pertinent release forms and liability waiver forms have been developed by Interfaith Friends so that the parents and/or guardians of the young children are aware of this program and give their consent for their children to participate actively in it. The nursing home administrators and day care supervisors are sent updated information about and suggestions for the program by Interfaith Friends whlich monitors the program.

NOTE: Intergenerational programs were actually established which involved 12 pairs of agencies serving older adults in nursing homes and children or youth. These programs were initiated by Interfaith Friends, Inc., a long-term care specialist agency in Lackawanna County. Interfaith Friends participated in this project.

Children/Youth Network Agency: Marywood College, University of Scranton
Aging Network Agency: Meals on Wheels of Lackawanna County

Children/Youth Participants: [number not reported]
Ages: 18 - 22

Older Adult Participants: [number not reported]
Level of Functioning: independent and semi-independent

Frequency of Interactions: [not reported]
Length of Interactions: [not reported]

Description: University and college students are helping to deliver meals. Other students are spending time at the senior citizen center.

Future Plans: In the future, the plans are to expand the university program by having students help at the senior center on a regular basis with the program, including arts and crafts, dancing, and bingo.

Comments:

Children/Youth Network Agency: Serendipity Children's Center
Aging Network Agency: Green Thumb; Wayne-Pike Area Agency on Aging

Children/Youth Participants: 100
Ages: 6 weeks - 6 years

Older Adult Participants: 6
Level of Functioning: independent

Frequency of Interactions: daily
Length of Interactions: 1 hour per older person per day

Description: The child care center utilizes older persons as child care workers, teachers' aides, housekeepers, cooks, etc. The older persons receive stipends and/or payment for working at the child care center from the Green Thumb Program or through their Area Agency on Aging.

Future Plans: The child care center is working with the Area Agency on Aging to increase the numbers of elders contributing to the child care program.

Comments: The older population has a great deal to offer the young child, and we attempt to do all we can to encourage this growth of all involved.

Children/Youth Network Agency: North Pocono Preschool and Child Care Agencies
Aging Network Agency: St. Mary's Villa Nursing Home

Children/Youth Participants: 12
Ages: 3 - 5 years

Older Adult Participants: 15
Level of Functioning: dependent older adults

Frequency of Interactions: weekly
Length of Interactions: 2½ hours/week

Description: The children visit the nursing home weekly. At the nursing home they do craft activities, sing songs, and share snacks with the nursing home residents.

Future Plans: The program structure will continue as it is, but it will be expanded to involve more children.

Comments:

Children/Youth Network Agency: Head Start
Aging Network Agency: Laurel Hill Nursing Home

Children/Youth Participants: 10
Ages: 1½ - 6 years

Older Adult Participants: 20
Level of Functioning: dependent

Frequency of Interactions: monthly
Length of Interactions: 1 hour/month

Description: The principal activities of this program include table games, indoor ball games, time for conversation between the children and elders, and enjoying refreshments together. Musical activities are also planned, and these tend to be the children entertaining the residents.

Future Plans: The plans are to maintain the program as it is.

Comments: The major goal of this program for the nursing home residents is for them to see that the children enjoy their company. I feel that the residents enjoy seeing the young children.

Children/Youth Network Agency: Lehigh Valley Child Care
Aging Network Agency: Lehigh County Area Agency on Aging

Children/Youth Participants: 91
Ages: 6 weeks - 6 years

Older Adult Participants: 8
Level of Functioning: semi-independent

Frequency of Interactions: weekly
Length of Interactions: 3 hours/week

Description: This intergenerational program involves the clients of an adult day care program and the children from a child care program, both of which are housed in the same facility. At various times during the day, therefore, integrated intergenerational activities are planned. The diverse activities include: visits by the elders with the infants and toddlers; a twice weekly exercise program for the elders and kindergarten class; monthly musical programs; special holiday and birthday parties; walks and picnics in nice weather; arts and crafts; sing-alongs; table games (e.g., yahtzee, bingo, checkers); floor games (e.g., bean bags, bowling); and monthly field trips.

Future Plans: With this extensive program, the plan is to maintain the diversity of activities.

Comments: The adult day care program has increased its clients' levels of contentment, mental functioning, and social activity, through this program. This program enhances the lives of the people and supports their continued involvement in our community.

Youth Network Agency: Union County Day Care
Aging Network Agency: Lewisburg United Methodist Home

Children/Youth Participants: 45
Ages: 1½ - 6 years

Older Adult Participants: 100
Level of Functioning: dependent

Frequency of Interaction: bi-monthly (2/month)
Length of Interaction: 2 hours each (4 hours/month)

Description: none provided

Future Plans: Both agencies are satisfied with present amount and type of interactions. Future plans, therefore, are to maintain this intergenerational program as it is.

Comments:

NORTHWESTERN PENNSYLVANIA

Children/Youth Network Agency: East Coast Migrant Head Start
Aging Network Agency: Benetwood Apartments

Children/Youth Participants: 33
Ages: 3 - 5 year olds

Older Adult Participants: [number not reported]
Level of Functioning: independent

Frequency of Interactions: occasionally
Length of Interactions: [not reported]

Description: In this program the senior citizens have expressed their interest in the young children by sewing pillow cases for use during the children's nap time and repairing toys which can then be used as Christmas presents. The children and seniors had a luncheon together and also celebrate the holidays (e.g., Halloween) together. A few of the residents at Benetwood apartments also act as chaperons for the children who have medical appointments. Other residents assist with art, music, and reading projects.

Future Plans: The present plans are to maintain this program as it is.

Comments:

Children/Youth Network Agency: St. Mary's Grade School
Aging Network Agency: St. Mary's Church, Ministry with the Aging

Children/Youth Participants: 90 -110
Ages: 6 - 14 years

Older Adult Participants: 80 - 120
Level of Functioning: independent and dependent

Frequency of Interactions: occasionally
Length of Interactions: 1 -2 hours per month

Description: A variety of activities involving the children in the parish grade school with the older members of the parish have been conducted. These include: children present a program for a senior club meeting; the children make cards for shut-ins, visit nursing home residents, and do errands for some of the older people in the parish; the older children conducted oral history interviews with the older parishoners, some of whom attended the same school as the children; and the children hosted on open house at their school for the older members of the parish.

Future Plans: The future plans call for maintaining these activities and initiating some new activities. Ideas for new activities are a peace-making project in which some children and older persons create special panels for a peace demonstration at the Pentagon and the involvement of other children in parts of a special senior liturgy at the church.

Comments: The important outcome has been the development of a sense of caring for persons of the opposite generation which is another step in creating the church community.

Children/Youth Network Agency:	Head Start of Venango County
Aging Network Agency:	Venango County Area Agency on Aging
Children/Youth Participants:	36
Ages:	1½ - 6 years
Older Adult Participants:	22
Level of Functioning:	independent and semi-independent
Frequency of Interactions:	weekly
Length of Interactions:	2 hours/week

Description: Typical activities in this progam include crafts, story time, exercise, and singing. Special events which are distributed throughout the program include picnics (weather permitting) and parties.

Future Plans: This program will be maintained at its current level of interaction. Funding does not permit expansion at this time.

Comments: The outcome of the program has been one of success. The grandparents love the children and the children adore their grandparents. Very special relationships have developed. The grandparents can see "their" results in the behavior of "their children." It is a very rewarding experience for both children and grandparents.

Children/Youth Network Agency: St. Matthew's Elementary School
Aging Network Agency: Erie West Senior Center

Children/Youth Participants: 35
Ages: 4 - 6 years

Older Adult Participants: 60
Level of Functioning: semi-independent

Frequency of Interactions: occasionally
Length of Interactions: 3 hours each

Description: This program is evolving from limited interactions to increased involvement and caring between the children and senior center members. The events have included: a dramatic production performed for the children by the center members; written thank-you notes and drawings from the children to the elders; a "haunted house" party at which the center members told fortunes, conducted tours of the haunted house, and served pizza and at which the children sang "haunted songs" for the seniors; and a family style Thanksgiving dinner for the seniors, the children, and the children's parents.

Future Plans: Plans for the future include a joint dramatic production involving the seniors and the children. The center members are also planning to make small crafts which the children can purchase as Christmas presents for their families for under $1.00. The children and their older friends will then wrap the presents.

Comments: The Thanksgiving Dinner was probably the biggest and best thing to happen at and for Erie West Senior Center. As director of the center I felt I was really "testing" a group of seniors who had never shown qualities that would indicate a positive outcome. To my delight and the seniors' credit, the MAGIC of the day will be something to treasure.

Children/Youth Network Agency: Jewish Community Religious School
Aging Network Agency: Jewish Community Council

Children/Youth Participants: 65
Ages: 4 - 12 years

Older Adult Participants: 60
Level of Functioning: independent (mostly), semi-independent (some)

Frequency of Interactions: occasionally
Length of Interactions: approximately 2 hours each

Description: These interactions are planned around themes related to the Jewish religion or experience. Students in the religious school and their own or "surrogate" grandparents participate in singing, arts and crafts, and worship services. Examples of themes include: The Sukkot and Simchat Torah holidays; a model Seder; and Jewish immigration to the United States.

Future Plans: Future plans include maintaining these special programs and in time recruiting some of the seniors as volunteers at the religious school.

Comments: The outcome is very positive for both generations. It fills a void in the lives of those without grandparents and those without grandchildren. This program brings grandparents and grandchildren together in a religious activity which is new to all.

Children/Youth Network Agency: St. Luke Grade School; St. George Grade School; Mercy Center on the Arts

Aging Network Agency: Mercy Center on Aging

Children/Youth Participants: 15
Ages: 4 - 12 years

Older Adult Participants: 15
Level of Functioning: independent (10) and semi-dependent (5)

Frequency of Interactions: periodically
Length of Interactions: 2 - 4 hours per month

Description: This program presently consists of special events. For example, the preschool children and the older adults had a Halloween party at which the children dressed up and the older adults helped them make masks and play games. The children and seniors also had a combined Christmas party with Santa, games, and cake. Other events include an exchange of choruses between the senior adult program and the grade schools for Christmas and other religious programs.

Future Plans: In the future, an ongoing program between the older adults and the preschool children is planned. Also the series of short events with the school children will be maintained.

Comments:

Children/Youth Network Agency: Erie County Head Start
Aging Network Agency: Northwestern Senior Center

Children/Youth Participants: 14
Ages: 3 - 4 years

Older Adult Participants: 50
Level of Functioning: semi-independent

Frequency of Interactions: monthly (4 events to date)
Length of Interactions: 1 hour/month

Description: [none provided]

Future Plans: Center participants favor only periodic contact. At present there are no plans for future events for this group of children. There are plans, however, to make contact with the public school system for an occasional program at the senior center.

Comments:

Children/Youth Network Agency: Erie County Head Start
Aging Network Agency: Albion Senior Center

Children/Youth Participants: 15
Ages: 4 - 6 years

Older Adult Participants: [number not reported]
Level of Functioning: independent

Frequency of Interactions: 1 event to date
Length of Interactions: 1 hour

Description: The shared activity for this program is lunch since the lunches for the children and senior citizens are prepared at the same kitchen. As part of the preparation for this activity, the children made a mural of handprints with the heading "Little Hands Need Holding" which they presented to the seniors. The center members had prepared name tags for the children. Each child sat with one or two seniors who were responsible for serving the food acccording to senior center procedures. After lunch the center members gave each child a treat and showed their young friends around the senior center, explaining their various activities.

Future Plans: The plans are to repeat this activity with more regularity.

Comments: Both the seniors and children appeared to enjoy the luncheon and the opportunity to make new friends. There was a good deal of interaction between the two groups, and this was the most satisfying outcome of the event.

Children/Youth Network Agency: Head Start
Aging Network Agency: RSVP of Elk & Cameron Counties

Children/Youth Participants: 14
Ages: 1½ - 6 years

Older Adult Participants: 6
Level of Functioning: semi-independent

Frequency of Interactions: 1 event
Length of Interactions: [not reported]

Description: This spontaneous program involved the knitting of hats and mittens for a group of Head Start children. The children responded with thank-you cards for the volunteers.

Future Plans: Plans are under way to have RSVP volunteers present short programs as community helpers to the Head Start children.

Comments: Due to this spontaneous activity, RSVP has been asked to recruit other volunteers for their centers.

Children/Youth Network Agency:	St. Martin Day Care; Burton Elementary School; Shiloh Church
Aging Network Agency:	Central City NATO Senior Citizen Center
Children/Youth Participants:	38
Ages:	1½ - 17 years
Older Adult Participants:	50
Level of Functioning:	independent
Frequency of Interactions:	holidays and special occasions (8 events to date)
Length of Interactions:	2 hours per event

Description: These programs are organized around holidays and/or special events with socialization experiences common to all events. Special activities included gift and card exchanges for such thematic events as birthday parties, a recognition dinner, Thanksgiving celebration, and Christmas parties.

Future Plans: Plans are being formed to organize outside activities including a project to landscape the senior citizen center's back yard which would facilitate the outside activities.

Comments: Among minorities, the grand parent has always been an important person in contributing to the physical and mental development of their youth. This circumstance helped the activities to be well received.

Children/Youth Network Agency:	Teenage Action Club of a local parochial high school
Aging Network Agency:	Saint Vincent Health Center
Children/Youth Participants:	5
Ages:	13 - 17 years
Older Adult Participants:	-
Level of Functioning:	-
Frequency of Interactions:	2
Length of Interactions:	3 hours per month

Description: This project was planned to provide high school students with the opportunity to interact with the older persons with Alzheimer's Disease in a structured environment. The students receive systematic training for their roles. Unfortunately, the family care givers did not bring the Alzheimer's patients with them to their support group meetings at which time the students were to provide a respite service to the family members.

Future Plans: The project terminated after the youth were trained due to the lack of response from family care givers. There are no plans to revive this project.

Comments: There was terrific participation from the young people involved in this project. The training session was successful and the students demonstrated good insight and understanding of the problems and concerns of Alzheimer's Disease victims and their family members. Although there was no active participation from the elders, the students indicated that it was a good learning experience and that they had a better understanding of dementia. They also indicated that they felt more at ease with the prospect of interacting with confused elderly persons.

SOUTHEASTERN PENNSYLVANIA

Children/Youth Network Agency: Head Start of the Lehigh Valley
Aging Network Agency: RSVP of Lehigh Valley

Children/Youth Participants: 20
Ages: 4 - 6 years

Older Adult Participants: 30
Level of Functioning: independent

Frequency of Interactions: weekly
Length of Interactions: 4 hours per week

Description: As part of the program, some Head Start children visit a local senior center for activities planned by the director of the senior center. Other older persons volunteer at a Head Start center as teachers' aides.

Future Plans: With time the number of participants in this program will be gradually increased.

Comments: The volunteers enjoy their interactions with the preschoolers.

Children/Youth Network Agency: Cornwall Children's Center
Aging Network Agency: Cornwall Manor Retirement Community

Children/Youth Participants: 6
Ages: 4 - 6 years

Older Adult Participants: 6
Level of Functioning: independent

Frequency of Interactions: monthly
Length of Interactions: 1 hour per month

Description: The monthly meetings of the program are centered around social themes, e.g., carving pumpkins, pumpkin seed artwork, story time and caroling. These activities occur at the retirement community.

Future Plans: After a previous failure, the plans are to maintain the program as it is to demonstrate this success.

Comments: The residents of the retirement community have more of a sense of family in their individual buildings. The outcome has been positive, and I foresee a stronger program developing in the months ahead.

Children/Youth Network Agency	Cornwall Children's Center
Aging Network Agency:	Cornwall Manor
Children/Youth Participants:	30
Ages:	3 - 6 years
Older Adult Participants:	10
Level of Functioning:	dependent
Frequency of Interactions:	weekly
Length of Interactions:	1 hour per week

Description: The children visit this nursing home for craft activities and some season-related activities. The older persons watch the children with interest and enjoy listening to them. Some physical contact--touching hands, hugs--is beginning to occur as the children feel more comfortable.

Future Plans: The plans are to increase direct involvement between the children and older persons in this program.

Comments: The outcome is usually positive. The adults love to see and touch the children.

Children/Youth Network Agency: All Beautiful Children Child Development Center
Aging Network Agency: Northwest Center at Germantown House

Children/Youth Participants: 20 on regular basis; 65 at special events
Ages: 1½ - 6 years

Older Adult Participants: 15
Level of Functioning: independent and semi-independent

Frequency of Interactions: monthly
Length of Interactions: 3 hours per month

Description: This program involving young children and older adults from the Garden Club at Germantown House involves horticultural activities related to plants and gardening. In the nice weather, the activities occur outside at a plot of ground belonging to the Child Development Center. During the winter months, the horticultural activities are planned for the classroom. The older adults also join with all of the children at the child care center for occasional holiday parties.

Future Plans: The program has already expanded from a spring and summer vegetable and flower garden to monthly visits throughout the year and special events. The hope is to nurture this program's evolving growth.

Comments:

Children/Youth Network Agency: Children's Education Center
Aging Network Agency: Wallingford Nursing Home

Children/Youth Participants: 20
Ages: 1½ - 12 years

Older Adult Participants: 20
Level of Functioning: semi-independent

Frequency of Interactions: weekly
Length of Interactions: 2 hours per week

Description: This program offers social interactions along with learning. The children and older persons often sing songs together and read stories. Special programs are also planned, such as trips to the zoo, holiday celebrations, and birthday parties. These activities sometimes occur at the nursing home and sometimes at the children's center.

Future Plans: This program terminated when the director of the nursing home was unable to continue with the programming and did not designate a replacement. Plans are now being made to initiate a new program between the Children's Education Center and the Manchester Home.

Comments:

Children/Youth Network Agency: Calvary Christian Preschool
Aging Network Agency: Laureldale Neighborhood [Senior] Center

Children/Youth Participants: 60
Ages: 3 - 5 years

Older Adult Participants: 30
Level of Functioning: independent

Frequency of Interactions: monthly
Length of Interactions: 3 hours per month

Description: The activities which are planned for the children and older persons in this program include: craft projects, simple games, storytelling, movies, discussions and sharing times, food experiences, free play with the children's toys, performances, and community singing.

Future Plans: Plans are underway to expand the range of activities and to increase the interactions between the children and seniors.

Comments: Our goal is to promote positive relationships between the young and old. They seem to enjoy each other so much.

Children/Youth Network Agency: Crime Prevention Association/South
Aging Network Agency: Philadelphia Community Center

Children/Youth Participants: 100
Ages: 14 - 17 years

Older Adult Participants: 20
Level of Functioning: independent

Frequency of Interactions: weekly
Length of Interactions: 2 hours per week

Description: The intergenerational program of the Crime Prevention Association is actually three programs. The first, an Intergenerational, Inter-cultural Talent Club, involves 5 youth and 10 seniors who come together weekly for shared experiences built around music and drama. In the second progam, Senior Citizens as a Community Resource, senior citizens are working as volunteers in schools, tutoring children with learning problems at the community centers, and serving as foster grandparents to preschool and school-aged day care children. The third program, Cross Age Understanding and Crime Reduction, involves older persons with youth referred from the juvenile justice system. The youth in this program receive counseling and attend workshops on older adults and the aging process. These youth also each provide 20 hours of volunteer service for the elderly through the community center.

Future Plans: The plans are to continue with the efforts to maintain and systematically expand these programs.

Comments:

Children/Youth Network Agency: local schools
Aging Network Agency: Chester County Services for Senior Citizens

Children/Youth Participants: 50
Ages: 7 - 18 years

Older Adult Participants: 200
Level of Functioning: independent

Frequency of Interactions: weekly
Length of Interactions: 1 hour per week

Description: Actually two programs exist side by side which link school students with older adults. In the program, teenage members of a "Junior Job Corps" volunteer their services to assist elderly members of the community with in-home tasks which may be too difficult or too expensive for the elders to accomplish on their own. Exemplary of these tasks are: raking leaves, washing windows, vacuuming and providing friendly visits with a disabled older person. In the other program, members of the Surrey Club, or Surrey Grandparents as they call themselves, make weekly visits to a local school and share experiences with children in a learning disabilities classroom. These visits are often focused on special projects which the Surrey Grandparents and children do together. The projects include crafts, cooking, and writing. Time is provided for just talking and listening.

Future Plans: These programs will be maintained as they are in the future.

Comments: The Junior Job Corps program provides an opportunity for mutually supportive exchanges between generations which leads to greater intergenerational appreciation and a richer life for both ages. The Surrey Grandparents progam nurtures that special emotional bond which naturally exists between old and young and provides a framework which fosters mutual growth and understanding.

Children/Youth Network Agency:	Young Horizons Learning Center
Aging Network Agency:	Evangelical Manor
Children/Youth Participants:	24
Ages:	2½ - 6 years
Older Adult Participants:	3
Level of Functioning:	independent
Frequency of Interactions:	occasionally
Length of Interactions:	3 hours per interaction

Description: The older adult and young participants in this program share a variety of activities, such as sing-alongs, art projects, story time, board games, and snacks. Most of the activities occur at the children's center, but the children have visited Evangelical Manor for a picnic. When weather prevents the planned interactions, the participants share or exchange photographs and drawings.

Future Plans: The plans are to resume this program on a regular schedule when better weather returns.

Comments: The children and their parents were very receptive to the basic concept. The seniors seemed to enjoy their time with the children and created a warm, loving atmosphere in the time they were here.

Children/Youth Network Agency: St. Patrick Church--After School Club
Aging Network Agency: Regina Nursing Home

Children/Youth Participants: 10
Ages: 4 - 12

Older Adult Participants: 60
Level of Functioning: semi-independent, dependent

Frequency of Interactions: weekly
Length of Interactions: 1 hour per week

Description: This program brings children into contact with older adults in a nursing home in two ways. The children visit the nursing home residents and correspond with the residents when they cannot visit.

Future Plans: The plans are to maintain this program which is somewhat hindered by personnel changes.

Comments:

SOUTHWESTERN PENNSYLVANIA

Children/Youth Network Agency: area high schools
Aging Network Agency: Beth Center Senior Citizen Center/Adult Services of Washington County

Children/Youth Participants: 18
Ages: 13 - 17 years

Older Adult Participants: 55
Level of Functioning: once

Frequency of Interactions: once
Length of Interactions: 1 hour (approximately)

Description: The student members of the senior high school chorus presented a Christmas Musical performance for the members of the senior center. A social followed the performance in which the students and the center members interacted informally.

Future Plans: Since there are no child centers or nursery schools in the area of this rural senior center, the plan is to schedule holiday programs between the center members and the school children in cooperation with the schools.

Comments:

Children/Youth Network Agency: Westmoreland County Head Start
Aging Network Agency: RSVP of Westmoreland County

Children/Youth Participants: 90
Ages: 4 - 6 years

Older Adult Participants: 3
Level of Functioning: independent

Frequency of Interactions: occasionally (5 events/year)
Length of Interactions: 3 hours per event

Description: These older adults volunteer on an occasional basis at several Head Start centers. They read stories, assist with the daily routine of the center, and interact with the children as another supportive adult. In addition to this progam , the children from another Head Start center visit a gymnasium which is run by a senior citizen for physical education activities each week. Two other centers have special holiday programs at a senior citizen residence and nursing home, respectively.

Future Plans: From this cautious beginning, the plans are to slowly expand the opportunities for interactions between the Head Start children and older adults.

Comments:

Children/Youth Network Agency: Mt. Pleasant Head Start Center
Aging Network Agency: Area Agency on Aging of Westmoreland County

Children/Youth Participants: 16
Ages: 4 - 6 years

Older Adult Participants: 30
Level of Functioning: semi-independent

Frequency of Interactions: occasionally
Length of Interactions: 2 hours

Description: The children from a Head Start center visit the members of a senior center. The children entertain the center members and join in a social with the center memebrs.

Future Plans: Based on the success of these interactions, ongoing affairs between the Head Start program and the senior center will become a regular part of the progamming for both agencies.

Comments:

Children/Youth Network Agency: Girl Scouts
Aging Network Agency: Area Agency on Aging of Westmoreland County

Children/Youth Participants: 12
Ages: 7 - 12 years

Older Adult Participants: 12
Level of Functioning: semi-independent

Frequency of Interactions: weekly
Length of Interactions: 2 hours per week

Description: Young girl scouts provide friendly visiting experiences with the older adults identified by the Area Agency on Aging.

Future Plans: Plans are being made for a group social for all of the girl scouts and the older persons whom they visit.

Comments:

Children/Youth Network Agency: Mathilda Theiss Day Care
Aging Network Agency: Urban League

Children/Youth Participants: 75
Ages: 6 weeks - 6 years

Older Adult Participants: 2
Level of Functioning: independent, semi-independent

Frequency of Interactions: daily
Length of Interactions: 4 hours per day (20 hours per week)

Description: Two older persons were recruited as Senior Aides (Title V workers) to work as child care aides at the child care center. The Senior Aides assist the teachers with daily activities (e.g., meal time, nap time, arrival and departure times, activity time, toileting, free play). They lead small groups of children in planned activities, read to the children, encourage appropriate verbal communication among the children, and monitor the safety of the environment.

Future Plans: In addition to the present intergenerational interaction, plans are being made to involve older volunteers from a senior center with the children for special activities of limited duration (e.g., story telling, singing, game playing) on a weekly or bi-weekly basis.

Comments:

Children/Youth Network Agency:	NOW School of Greensberg
Aging Network Agency:	Retired Senior Volunteer Program of Westmoreland County
Children/Youth Participants:	40
Ages:	3 - 6 years
Older Adult Participants:	6
Level of Functioning:	independent
Frequency of Interactions:	weekly
Length of Interactions:	4 hours per week

Description: The older adults volunteer at the child care center and help teachers with planned activities and the daily routines in their schools. The seniors also bring in items and make things for the children.

Future Plans: After sputtering along during the winter months, the plans now are to pick the program up again and reestablish it.

Comments: This program has been very rewarding and we hope to continue with it.

Children/Youth Network Agency: Mon Valley Catholic High School
Aging Network Agency: Mon Valley United Health Services

Children/Youth Participants: 15
Ages: 13 - 17 years

Older Adult Participants: 5
Level of Functioning: semi-independent, dependent

Frequency of Interactions: daily
Length of Interactions: 1 hour per day

Description: High school students help to deliver hot meals to the frail elderly in the vicinity of their school. The students use a school vehicle to deliver the meals to each home on the list.

Future Plans: Present plans are to maintain this service project and to expand it to other geographic areas within the service area of the Mon Valley United Health Services.

Comments:

Children/Youth Network Agency: Smallworld Early Learning Center
Aging Network Agency: -

Children/Youth Participants: 42
Ages: 6 weeks - 6 years

Older Adult Participants: 2
Level of Functioning: independent

Frequency of Interactions: daily
Length of Interactions: 40 hours/week

Description: The two older persons in this program are full-time, paid aides at the children's center who were hired because of their competence with young children and because of their age. These teacher aides interact with all children daily in the teacher aide activities. They are especially valuable with new children who cry, children who become ill, or with any children having adjustment difficulties in new situations.

Future Plans: In addition to maintaining these two positions for older adults at the children's center, events will be planned to provide additional interactions between the children and other older persons not employed by the center.

Comments: The program is a continued success which I think was well-defined when my 80 year old father visited the center--the children went to him without hesitation.

Children/Youth Network Agency: Armstrong County Head Start and Day Care; Armstong School District; Girl Scouts

Aging Network Agency: Armstrong Area Agency on Aging

Children/Youth Participants: 80
Ages: 4 - 17 years

Older Adult Participants: 80
Level of Functioning: independent, semi-independent, dependent

Frequency of Interactions: occasionally
Length of Interactions: accumulates to 10 hours per month

Description: Actually, 4 different intergenerational programs have been established under the leadership of the Armstrong County Area Agency on Aging. A brief description of each program follows. A Senior Pals program involves senior citizens from a rural part of the county with elementary school students. The students and the seniors were introduced at a get acquainted event in the town firehall. This stimulated visits by the new friends and the friendships are encouraged by additional programs at the school. A Special Events program brings together other school students and Head Start children with seniors at local senior centers and senior citizen residences. Typically, these special events involve a performance or entertainment by the children and a shared meal. A Grandmother/Grandfather Program has successfully matched homebound elders with fifth grade children. The children write letters to their "adopted grandparents," call them on the telephone, and visit them. In a related program, girl scouts from a local troop are now visiting members of a senior center in their homes on a regular basis. This service-learning program is coordinated by the center manager and the girl scout group leader.

Future Plans: These projects will be maintained and systematically expanded to other groups. One group already targeted for involvement is the Future Homemakers of America group at a local high school.

Comments: The programs where the children and youth visit the senior centers are very successful. It is much more difficult--and less successful to date--to get the senior center members to go to children's centers.

Children/Youth Network Agency: Jewish Community Center Early Childhood Education Program

Aging Network Agency: Jewish Community Center Volunteer Services

Children/Youth Participants: 125

Ages: 6 weeks - 5 years

Older Adult Participants: 6

Level of Functioning: independent

Frequency of Interactions: weekly

Length of Interactions: 3½ hours per week

Description: The older persons volunteer once a week in the classes of infants, toddlers, preschoolers, and kindergarten children. The volunteers work under their teachers' direction with individual children and sometimes in small groups. Typical activities for the volunteers include story telling, sharing snacks, comforting a crying child, and listening to the children. The children and volunteers also exchange gifts. For example, when the children make special projects to take home, they also make something for their volunteer; the older volunteers, in turn, bake cookies for the children. The children and volunteers also participate in simple religious services.

Future Plans: This is now an established progam which plans to continually recruit, train, and orient additional older adults as volunteers.

Comments: Deep emotional attachments have been formed between the children and seniors and between the teachers and seniors. We have a group of very dedicated senior volunteers who are in love with their experiences at the children's program. Our children look forward to the weekly visits from the seniors.

Children/Youth Network Agency:	Washington-Greene Community Action Corporation
Aging Network Agency:	Adult Day Care Program; Presbyterian Medical Center
Children/Youth Participants:	50
Ages:	1½ - 6 years
Older Adult Participants:	165
Level of Functioning:	semi-independent and dependent
Frequency of Interactions:	daily and monthly
Length of Interactions:	1 hour per meeting

Description: Two progams are occuring among these agencies. In one, Head Start children have daily involvement with the clients of an adult day care center. In the other program, children from a day care center visit the older persons at Presbyterian Medical Center for various activities and holiday parties. Creative opportunities have included stuffing a soft sculpture of a scarecrow at Halloween.

Future Plans: The plans are to maintain these programs and look for ways to expand them systematically.

Comments:

Children/Youth Network Agency: Washington-Greene Community Action Corporation
Aging Network Agency: Mt. Morris Senior Center

Children/Youth Participants: 60
Ages: 1½ - 6 years

Older Adult Participants: 35
Level of Functioning: independent

Frequency of Interactions: monthly
Length of Interactions: 4 hours per month

Description: The children from a day care center come to the senior center for monthly combined birthday celebrations. On holidays, such as Valentine's Day, the children and seniors exchange presents. For example, the children made "I Love You" hearts for center members, and the center members made little stuffed animal characters for the children.

Future Plans: The future plans call for field trips with the seniors serving as "guides" to the children and some story time activities for small groups or one-to-one interactions.

Comments:

APPENDIX L

Newspaper Clippings of Intergenerational Programs

W8 Washington Press
Sunday, December 16, 1984. "Intergenerational Programming"

Robert J. Pavelich/The Pittsburgh Press

Christmas smooch

Brandy Maze, 2, plants a quick kiss on the cheek of Mary Gregor during a Christmas program at the Washington-Greene Community Action Day Care Center in Canonsburg. About 23 youngsters and 29 members of the Canonsburg Senior Citizens Center took part.

Project Participant: Frances Allen, Manager, Children and Youth, Washington-Greene Community Action Corporation

Source: Washington Press, December 16, 1984

FOUR-YEAR-OLDS BRING CHEER TO ELDERLY — As part of the Intergenerational Programming by Washington-Greene Community Action, the Greene County daycare group from the Presbyterian Church in Waynesburg paid a visit to the residents of the Curry Memorial Home. While there, the children sang songs, passed out their hand-made snowmen and were very generous in distributing kisses and hugs, as shown below. Below left, Megahen Bowman, daughter of Mr. and Mrs. James Bowman of Waynesburg, receives a kiss from Virginia Smitley; while at right James Handley passes a snowman to Audrey Stout. At left, the group prepares to perform their songs.

Democrat Messenger photos by Joe Pomeroy

Project Participant: Frances Allen, Manager, Children and Youth, Washington-Greene Community Action Corporation

Source: Democrate Messenger, January 17, 1985, p.2.

Children Plant Lasting Affection

Pre-school youngsters helped beautify the Mt. Morris Center recently by transplanting marigolds. (Photo courtesy of *Observer-Reporter*, Greene County edition.)

No one familiar with AAA senior centers can deny the popularity that intergenerational programs enjoy. When AAA or AAA subcontractor staff arrange activities for their elderly and area children to share in, good crowds always flock to the centers.

In such a vastly rural area as Greene County, some elderly, for any number of reasons, are restricted when it comes to opportunities for contact with children. So you can understand why no one in Mt. Morris had to do any hard selling to stir up interest in their center's recent intergenerational program. Indeed, over 40 center members turned out to greet 14 pre-school children from Waynesburg's Baptist Church Day Care Center.

To leave a lasting memory of their visit, the children, with help from the elderly, transplanted around the Mt. Morris Center some marigolds they had already nurtured from seeds.

What's more, the youngsters sang Happy Birthday to those elderly born in August before partaking in the center's monthly birthday lunch.

Both sides were so pleased that the Mt. Morris seniors invited the children back each month during this fall and winter.

Judging from the children's responses, their next visit won't be soon enough for them either.

Project Participants: Sharon Kelley, Site Supervisor
Mt. Morris Senior Center, Washington/Greene Community Action Corporation
John Buchanon, Center -- Home Coordinator, Greene County Day Care

Young and old find special joy in sharing Thanksgiving

By SHERYL RUBB
Of the Erie Daily Times

A round-faced grandmotherly woman tucked her gray curls into a hairnet, while a mischievous youngster behind her poked his finger into the neatly arranged sweet rolls. The Rockwell-like scenario could have been a typical Thanksgiving celebration; the intergenerational dinner, however, had been planned on a much larger scale, for over 150 people ranging in age from 5 to 92.

The participants — members of the Erie West Senior Center and students from St. Matthew Lutheran School — had gathered at St. Matthew Lutheran Church, 950 W. Seventh St., for a special holiday celebration this week.

It was not their first such gathering. For the last year, the church facilities have been shared by the senior center and school, which currently includes kindergarten through second grade.

In 1974, Erie West Senior Center was established at the church to help serve the nutritional, social and recreational needs of the elderly community. Now, 10 years later, the center has become a popular meeting place, with about 60 senior citizens eating lunch in the pine-paneled dining hall every day. After lunch, many of the older people stay to play games, watch television or to participate in art or music workshops.

When the school first opened in September of 1983, the senior citizens viewed the students as a threat to their daily routine, recalled Rev. Gordon Joyce, pastor of St. Matthew's.

"When we started the school, the senior citizens were concerned that they would be shoved out. They were apprehensive about sharing the facilities," Joyce said.

"When the school first opened in 1983, the seniors really drove and we were here," agreed Esther Brose, school director, drawing a line with her finger. "Then one day, the senior center was having an art class on the school side and a gentleman quietly admired one of our students, a beautiful little girl with red hair."

That was the beginning of the friendship between the old and young. Since that time, the students have presented several holiday skits at the center and, in turn, the center's newly formed drama group, The Erie West Recycled Players, has performed a play, "The Ugly Duckling," for the children.

The Players are under the direction of Sarah Keough, a professional actress who volunteers her time at the center. Although they are still polishing their theatrical techniques, the group has been invited to perform in a Christmas production at Millwood Studio 20 and is also traveling to several schools for special performances.

Despite their sudden popularity, however, the players have not lost touch with their original fans — the students at St. Matthew. As a Thanksgiving gift to the children, the troup performed an original play, "Reflections of Gratitude." The collection of skits, written by Keough, focused on the joys and sorrows of growing old. At the end of the play each character found something to be grateful for.

Following the performance, Thomas Dubois, a frequent visitor to the senior center, positioned his chair next to 5-year-old Danny Myl[illegible] and helped his favorite student don a pilgrim hat. Then, without a trace of adult self-consciousness, the [illegible]-year-old donned one of the construction paper creations himself. Dubois lives with his daughter and four granddaughters, so he especially enjoys the companionship of the little boys at the school.

According to Gloria Scienski, director of Erie West, both the seniors and students now consider the shared arrangement beneficial and are busy planning activities for the Christmas season.

According to Brose, the children enjoy the interaction and have developed common interests with their new found friends. Most importantly, the children do not harbor negative stereotypes about older adults.

"They don't view the seniors as any different than other adults."

Gathered around the Thanksgiving table at St. Matthew Lutheran Church this week were Jessica Beggi, 5; Esther Brose, director of the school; Danny Mylkovic, 5; Thomas Dabaun, 67; Ree Ann Tee[illegible], 5; Dorothy [illegible], 77; the Rev. Gordon Joyce; and Shane Young, 6. The older members of the group attend meetings of the Erie West Senior Center at St. Matthew Lutheran School where the children are students.

Project Participants: Gloria Scienski, Center Director, Erie West Senior Center

Susan Bratton, Coordinator--Center Services, Erie Area Agency in Aging, Greater Erie Community Action Committee

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AAA starts program for youth, elderly

SHAMOKIN — The Northumberland County Area Agency on Aging has developed a program that brings together youth and the elderly in a community service project.

The Senior Neighbor Assistance Program Pro Youth, called SNAPPY, is an intergenerational program that ties together the special needs of the elderly and the meeting of those needs by youth. Area Boy Scouts are participating in the program.

The SNAPPY program is two-fold. First, it is the intent of the program to provide assistance to elderly citizens residing in the community who can no longer perform certain activities of daily living. They may need help with snow removal, grass cutting, gardening, running errands or accompanying them while shopping.

Secondly, it brings the two generations together in an activity which hopefully will increase the awareness and understanding of each for the other. The Scouts, while relieving the elderly person of worries about accomplishing tasks, will develop a sense of responsibility.

Scouting emphasizes volunteerism, citizenship, performing a good deed and community service. SNAPPY enables Scouts to apply the hours of service rendered toward the requirements of related Scout badges or pins.

Scouts performing 25 hours of service will be awarded a SNAPPY Scouting T-shirt.

Elderly volunteers participating in this project are given the opportunity of assisting others in their peer group and a service. Those elderly needing assistance, especially those who cannot afford to pay for these services, will be aided. Although donations will be accepted and deposited in Boy Scout funds, no solicitation for money or suggested fees for service will be emphasized.

Family involvement also is encouraged. Completion of some chores may require the assistance of the Scout's parents, such as driving the car while the Scout accompanies the elderly person shopping or to a church service or perhaps to the family for dinner.

For more information, call the AAA office, 906 Juniper St., Shamokin, or the Boy Scout office, Sunbury.

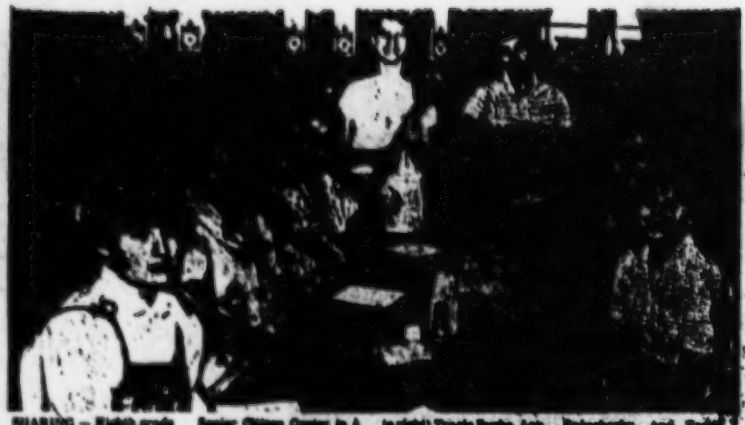
Lending a helping hand

Shamokin Boy Scout Jeffrey Dabulis, 15, does some garden tilling for Jennie Washleskie, a resident in the Coal Township Elderly Housing high-rise. Dabulis is participating in the Senior Neighbor Assistance Program Pro Youth (SNAPPY), an intergenerational program of the AAA tying together the special needs of the older generation and the meeting of those needs by youth.

Project Participants: Patricia M. Crone, Deputy Director, Northumberland County Area Agency on Aging.

Mary Hack, Volunteer Resource Coordinator, Northumberland County Area Agency on Aging

Students learn about seniors



SHARING — Eighth grade students from St. Jerome School in Charleroi celebrated at the Charleroi Senior Citizen Center in a unique intergenerational event. Among those taking part were (left to right) Tricia Pardo, Judy Tennyson, Lorie Cummings, Angela DeBlasio, Jodi Claybaugh, Mary Patrowsky, and Vicki Young. At right is Ms. [illegible]

By BOB GARDNER

A [illegible]-generational meeting [illegible]

That's what 12 eighth grade students at St. Jerome's Elementary School in Charleroi had recently with senior citizens of that community.

It was an interesting hour-plus during which the youth and a group of elderly citizens had lunch together, then took part in a discussion that began with how and why to reach others, regardless of age. Kathleen Bordini, assistant supervisor of the Area Agency [illegible] Senior Citizens Center in Charleroi, and [illegible] Jr. of the Mon Valley Area Agency [illegible] Senior Citizens Center in Monessen, [illegible] of the [illegible] Senior Citizens Center in Donora, [illegible] Senior Citizens Center in Charleroi, and [illegible] Senior Citizens Center in Monessen,

Girl Scouts adopt grandparents

Members of Junior Girl Scout Troop 275 of Scottdale recently participated in the Adopted a Grandparent program at the Domiatrich Care Home of Shirley Montgomery in Scottdale. Pictured are Girl Scouts Monica Bryer, Kristen Griffiet, Lisa Ray, Caline Felger, Sherri Shutty and Melony Mutnansky. Grandparents pictured are Boyd Carvsbon, Sarah Aber, Agnes Drowser and Laura Nelson, Shirley Montgomery's mother. The girls' presented Easter baskets with hand dipped chocolate Easter eggs to the residents. Independent-Observer photo

Project Participant: Julie Wainstock, Supervisor for Senior Center Programs, Southwestern PA Area Agency on Aging.

New Volunteer Program Offered

Attention seniors! You are needed to be part of an exciting new program at the Mon Valley Community Mental Health Center. This exciting program will recruit and assist senior citizen volunteers, age 55 and over, to work with young children as part of the mental health team.

These youngsters have been identified as having developmental delays, physical handicaps, or emotional problems. They need that extra tender loving care that only you can provide. This is an opportunity to help high risk children to catch up and to put your life experiences to work.

Interested invididuals should call Julie Wainstock, 684-9000, ext. 464 by March 20. Orientation starts in April. Don't delay—be a part of this new program.

Project Participants: Julie Wainstock, Technical Supervisor for Senior Center Programs, Southwestern PA Area Agency in Aging

Elizabeth Frye, Coordinator, Service to Aging, Mon Valley United Health Services

Source: Senior Times, Vol. 11, No.2, February 1985, p. 3

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Project Participant: Mary Anne Maloney, Nursing Home Coordinator, Interfaith Friends, Inc.

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Today's Living With Your Times

SECTION D

SUNDAY, AUG. 26, 1984

Young and Old Share As Time Goes By

By TERRY BONFANTI, Today's Living Writer

On the way over, someone wanted to know why we need nursing homes.

Mary Ann Rizzo, who cares for the questioner and several other pre-schoolers at the South Side Title XX Day Care Center, was ready with some answers.

She explained that sometimes when we get old or sick we need some extra help with day-to-day chores, and living in a nursing home is one way to get that help.

Someone else wanted to know what it was like to be old.

He was told that it can be difficult sometimes to be old and sick, but that it can also be wonderful to live a long life, to learn all kinds of things, to have all kinds of experiences.

Then someone asked a question that was a bit more difficult to answer. "How long is a hundred years?"

Mary Ann sort of talked around it. But later, as the six children who had accompanied her to the Green Ridge Nursing Home were singing "The Alphabet Song," for the residents assembled in the activities room, she explained how important she believes it is for the children to have the opportunity to spend time with older people, and to think about some of the things they were questioning.

She explained that a lot of children either don't have, or don't live near, their grandparents. They really spend very little time with elderly people. Some come to fear older people because they don't know them as individuals. Others are just deprived of the enjoyment of spending time with someone with a life full of experiences to share.

That's why, Mary Ann explained, the South Side Title XX Day Care Center, has become a part of the Intergenerational Program started in several area nursing homes by Interfaith Friends, a volunteer agency that advocates for, visits, and attempts to see to a great number of needs of the elderly residents of nursing homes in Luzerne, Lackawanna and Wyoming counties.

The program is being implemented in Lackawanna County by Mary Anne Maloney, Interfaith's nursing home coordinator. The first-of-its kind program for the county actually has a two-fold purpose, she said.

For, just as many young children spend very little time with the elderly, there are very few nursing home residents afforded the opportunity of spending time with young children.

And, she added, many miss that opportunity.

As she talks, the children, a little shy at first, but warming quickly under the leadership of Michael O'Malley, are dancing and singing. There's also some time for individual chats with the residents, many of whom delight in the opportunity to make a child laugh or smile or just talk a bit.

Then it's back to dancing and singing before it's time to wave goodbye until the next visit, next month.

The Intergenerational Program at the Green Ridge Nursing Home seems to be meeting the needs of both Mary Ann Rizzo's and Mary Anne Maloney's clients. And similar programs at several other nursing homes and several other day care centers throughout the county, as well as some alternating programs where nursing home residents are being taken to day care centers for visits, are performing a very similar, heartwarming, educational for all, function.

Details on the programs may be obtained by contacting Mary Anne Maloney at the Interfaith Friends offices, 711 Linden St.

Staff Photos
By Angelo Rose

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Above, Jean Murtaugh, Green Ridge Nursing Home assistant activities director, introduces Beatrice, to, from left, Christine Kelly, Casey Schultz, Michael O'Malley and Jenine Ikeler, during a visit to the nursing home by students from the South Side Title XX Day Care Center.

At left, Christine gets a warm welcome from Johanna.

At bottom left, while the little guys dance to the music, Green Ridge residents chat. Dancers, from left, are Laura Gaus, Jacob Ritter, Christine Kelly, Jenine Ikeler, Michael O'Malley and Casey Schultz.

Below, Michael takes the lead in a rousing version of "The Alphabet Song," as Jenine, left, and Casey back him up.

Project Participant: Mary Anne Maloney, Nursing Home Coordinator, Interfaith Friends, Inc.

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Project Participant: Tomar Friedman, Director, All Beautiful Children Child Development Center.

Betty Jackson, Head Teacher, All Beautiful Children Child Development Center.

Your[illegible] and old find their roots

Elderly join children in gardening project

By Valgene Williams
Inquirer Staff Writer

It was a high-level horticultural consultation. Omar Mitchell was looking intently at the onion bulb he held in his hand, and Belle Adams was explaining how it should be planted.

"OK," Omar Mitchell said. "OK." He pushed the bulb into the freshly turned earth, just enough to secure it. Then he looked at Mrs. Adams, and this time when he said "OK" it was as a question.

"That's just fine," Mrs. Adams said. "You did that real well. Oh, but it's good to get your hands in the dirt, isn't it?"

"OK," Omar said, nodding. He got out his hand for another bulb.

For the record, Omar Mitchell is 3 years old. Mrs. Adams is 96.

These twain met yesterday when Mrs. Adams and other members of the garden club of Germantown House, a residence for the elderly at 3477 Wayne Ave., came to the nearby ABC Child Development Center for the beginning of an inter-generational program in horticulture.

This program for super-senior gardeners and rookies is conducted by the Northwest Center, a community mental health organization with headquarters at 27 E. Mount Airy Ave. And, judging by the reactions of the participants yesterday, it has appeal to both ends of the age scale.

"For the elderly, there is the double appeal of working with plants and being around small children, who probably evoke memories of their own children and grandchildren," said Nancy Sullivan, Northwest's horticultural therapist. "For the children, it is an opportunity to get to know elderly people — perhaps, in some cases, to come into contact with grandparent figures for the first time."

Tamar Friedman, director of the ABC center, which is at 3134 Wayne Ave. and has an enrollment of 60, sees the program as a valuable aid to the development of the children.

"For many children of preschool age, the generation gap is all too real, particularly as it pertains to their view of the elderly," Ms. Friedman said. "They just don't come into regular contact with old people, and they often tend to fear them. We feel that this program will dispel that."

The use of horticulture therapy is not new. Mrs. Sullivan has been conducting a multifaceted program at Northwest Center since 1979, after having run a similar program for five years at Friends Hospital, Roosevelt Boulevard and Adams Avenue. What she has developed at Northwest is a structured program that can be adapted to take within the [illegible] nursing facilities or at places such as Germantown House, where Northwest provides services to the elderly residents.

Technically, it comes under the large umbrella of psychiatric services, and this includes looking out for the elderly. The green-thumbers who showed up yesterday have one thing in common: They have grown old. With the use of horticulture, Mrs. Sullivan said, they can be helped to feel better about the aging process and about themselves.

"Plants have needs, just as people do," Mrs. Sullivan said. "When these folks are successful in helping plants, they have better feelings about themselves."

The program at the ABC Child Development Center was started yesterday with the spading — and raking — of a small plot of ground by Mrs. Sullivan and several of the center's teachers. Then the elderly visitors helped the children, who ranged in age from 2½ to 5½, fertilize the mini-garden. After that came the planting of the onions.

The super-senior gardeners will return every two weeks throughout the summer to check on the garden's progress. The rookie gardeners have been given the responsibility of checking on it day-to-day.

The next time the two groups get together, Mrs. Sullivan said, there will be plantings of tomato plants, peppers, eggplants and string beans. And, as was the case yesterday, the super-senior gardeners will serve as advisers to the children.

What if it had rained yesterday?

"We'd have handled it," Mrs. Sullivan said. "We'd have stayed indoors and combined some handicraft with something horticultural. You always have to be prepared for a rainy day."

Karima Timmons, 4, offers a fresh bouquet to Margaret Loebe at the ABC center

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Intergeneration program at center

The ADAPT program at Westmoreland Multi Service Center and children from Head Start have combined efforts in helping each other. The ADAPT program finds it worthwhile in that it gives the elderly the opportunity to be with younger children and it helps the younger children learn to relate to the elderly. The children visit the center once each month. Both have benefited with the program, according to ADAPT program director Ginger Fligger. Several of the children and adults participating in a dance are from left: Bryan Bartholomai, Billy Queer, Stella Gatty, Brian Baldwin and Laura Wunderly. Journal photo.

Project Participant: Bob Brinker, Area Supervisor,
Westmoreland County Head Start

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Observer-Reporter

Day Care Program

Children in the day care program sponsored by Washington-Greene Community Action visited the Presbyterian Medical Center this week to get acquainted with some fo the patients. Marie Mohr is shown helping Eric Engle, Emily Johnson and Kiley Stanish make a scarecrow. The visit was the beginning of an intergenerational project for the day care children.

Observer-Reporter Saturday, October 20, 1984

Project Participant: Marian Hoey, Child Day Care Center Director, Washington-Greene Community Action Corporation.

Contrary the the statement in the article Thursday, Jun. 14, 1984
The AAA developed the name - It is the name of our Entire Volunteer Operation
The AAA designed and paid for the Tee-shirts

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H-M 'PALS' made lots of pals with city's senior citizens

By PHYLLIS GUTH
Of The Morning Call

Fourteen 8th graders at Harrison-Morton Middle School just wound up a successful project, begun on Jan. 31.

The PAL program (Pupils Adding Light), the idea of their teacher, Mrs. Juliann Vadelund, paired each student with a local elderly person. The senior citizens' names were supplied by the Area Agency on Aging.

It was the student's responsibility to check on his "pal" each day by phone. A telephone was installed in the classroom expressly for this purpose.

Mrs. Vadelund developed the program to give her students oral communication experience and increase their self esteem while providing a service to other individuals. The project also forged a link between senior citizens and youth in the community.

The students carried the phone calls beyond the 'hello' and 'how are you stage,' reports Mrs. Vadelund, noting that friendships soon developed between the youthful callers and the people they were checking on.

"Both of them looked forward to the call. We were very pleased with it [the program.] They [the senior citizens] loved it," notes Robin Flores of the Area Agency on Aging. It marked the first time the agency had used volunteers under the age of 18, she says.

Ms. Flores says she's grateful to Harrison-Morton principal Kenneth Moyer for lending his approval to the project. She says the program will be repeated at the school and added "We would certainly consider expanding it to other schools."

"The program was successful beyond my wildest expectations," Mrs. Vadelund says.

Program coordinator Delores Williams, a volunteer with the Area Agency on Aging, concurs, calling it a "real, resounding success." She describes the students as a "very good group of children," who enjoyed the contact with the older people.

Shortly before the close of the school year, Mrs. Williams arranged for the students to visit their "pals." On the last full school day, Mrs. Vadelund presented her class with T-shirts with the PAL logo imprinted on them.

Mrs. Vadelund relates that her students exchanged letters, cards and gifts with their pals. The kids shot pictures of each other, developed the film and gave the snapshots to their senior citizen friends. In return, a number of the recipients sent their photos to the students.

One youngster gave his pal a framed photograph of himself. Because the senior citizen is bedfast, she keeps his photo at a spot where she can look at it all the time, Mrs. Vadelund says.

When one student didn't phone for several days in succession, his pal called the school to ask if anything was wrong, Mrs. Vadelund relates, citing it as an example of how deeply PAL participants feel toward one another.

The students become concerned, too, if an older person was not home for several days, she says.

Morning Call photo—John F. Smitz

Dawn Mort of Mrs. Juliann Vadelund's (at rear) 8th grade class at Harrison-Morton Middle School makes her daily phone contact with her senior citizen Pal on the phone in the classroom.

"These were the feelings I had hoped for," she says, "It's been marvelous, really exciting."

Other teachers interested in implementing a similar program in their classroom can contact Robin Flores or Delores Williams of the Area Agency on Aging at 820-2036.

Project Participant: Robin Flores, Supervisor -- Community Services, Lehigh County Area Agency on Aging.

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Seniors Together In Philipsburg

By LAURA I. PIETRO
Philipsburg Bureau Chief

"Love is space and time, measured by the heart." Marcel Proust.

PHILIPSBURG — "People have a lot to give and to learn," Barbara Lindenbaum, director of the senior citizens center at the Philipsburg Towers, says of the benefits of the center's cooperative program with the Philipsburg Day Care Center.

The "intergenerational program," as it is called by Paula Thornbloom, assistant director of the day care center, involves 10 day care children visiting the senior citizens center next door one afternoon a week.

Ms. Lindenbaum says the children are at the center about half an hour every Friday. "A lot of the elderly who participate are the same ones, sometimes it varies," she says.

The objective, she says, is to develop a relationship between the elderly and the young so each can understand the other. Ms. Thornbloom agrees.

The program will possibly expand to more personal relationships, Ms. Lindenbaum says, through having a "special friend" with whom the elderly can spend time on a one-to-one basis, take to their apartments, much like a grandparent and grandchild.

The sharing of time and caring in the space of the senior center grew out of a workshop attended by Ms. Thornbloom and Ms. Lindenbaum, sponsored by the Child Development Council and the state Department of Aging, titled "Generations Together," Ms. Lindenbaum says.

The first activity the two women initiated between the day care center children and the senior citizens was a story hour. The books opened for the first time on Jan. 3, with senior citizens reading and children listening.

In March, Ms. Thornbloom says, the day care center will have an open house and the special invited guests are the senior citizens.

Calling the program and its offshoots "connecting with other human beings," Ms. Lindenbaum says that in time she would like to see senior citizens volunteer to spend a morning or afternoon a week in the day care center.

"We're working toward that."

Turn to Page 6, Col. 3

Philipsburg Senior Citizen Center guest John Kerin of Glass City shares a moment in time with Jacob Rick of Osceola Mills, a student at the Philipsburg Day Care Center.

Seniors

(From Page 1)

she says, but adds that "people are very hesitant to commit themselves. We're giving them time to do this."

She says both groups benefit from the program: "In our youth-oriented society, the better association young people have with the elderly the better understanding they will have of age."

And at the same time, she says, the opportunity to share gives the elderly "a sense of still being worthwhile, of having something to share with someone."

While people think most often of the elderly being lonely, Ms. Lindenbaum offers the insight that young people get lonely too. She says the best prescription for dealing with the loneliness of age or youth is "making the most of what we have to offer," sharing space and time.

"We're all on this planet together," she concludes.

Project Participants: Barbara Lindenbaum, Senior Center Director,
Area Agency on Aging of Centre County.

Paula Thornbloom, Assistant Director
Child Development Council

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Passover seder

"Adopted" grandmothers Gert Saft (left) and Sylvia Galinsky explain the Passover seder plate to five youngsters during the Jewish Community Sunday School's model seder at the Anshe Hesed Temple. The model seder is held in preparation of the real Passover seder (dinner service) which takes place in the home and commemorates the story of Moses and the exodus of the Jews from slavery in Egypt. Passover begins at sunset April 5. Checking out the symbolic foods on the seder plate are, from left, Jacob Zacks, Nurit Roitman, Jorden Manasse, Rachel Bleefeld, and Jeremy Greenberg.

Project Participants: Jan Mandel, Administrator
Jewish Community Religious School

Barbara Singer, Senior Adult Coordinator
Jewish Community Council

Source: Erie Morning News

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SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to:

In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view.

Developing Intergenerational Programs Jointly with the Aging and Child Care Networks in Pennsylvania

EXECUTIVE SUMMARY

Prepared for:

Administration for Children, Youth and Families
Administration on Aging
Office of Human Development Services
U. S. Department of Health and Human Services

Grant Number 90-CJ-0062

Prepared by:

Generations Together
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811 William Pitt Union
Pittsburgh, PA 15260

April 1985

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DEVELOPING INTERGENERATIONAL PROGRAMS JOINTLY WITH THE AGING AND CHILD CARE NETWORKS IN PENNSYLVANIA

EXECUTIVE SUMMARY

INTRODUCTION

This project was initiated in response to the growing evidence that interactions between young children and older adults in structured environments are beneficial to both populations. These interactions have a positive impact on the growth and learning of the young children and on the quality of life of the older persons.

Yet, despite the growing evidence for the effectiveness of intergenerational programs for both the young and the old, it is not uncommon to find agencies serving young children and older adults going their separate programmatic ways. Separated by factors such as their histories, professional jargon, funding sources, and location, these agencies have typically not thought of themselves as allies. To be sure, some child care agencies or Head Start programs would plan for their children to visit the residents of a nearby nursing home or senior center for special holiday programs (e.g., Halloween parades and Christmas caroling).

The reality remains, however, that many of these agencies serving either children or older adults just don't know how to approach their counterparts to discuss cooperative, ongoing programming efforts. It is not that they don't think intergenerational programming would be a good idea. Rather, the barriers to cooperative programming are more commonly associated with the staff of an agency not knowing their counterparts, not recognizing the reciprocal advantages of intergenerational programming, not having enough time or motivation to establish interagency linkages, or simply not knowing where to begin when planning a joint program with another agency serving a different clientele.

The purpose of this project, consequently, was to provide assistance to program staff from the aging and child care networks by helping them to plan and implement intergenerational programs which nurture and support the growth and learning of young children and reinforce the life satisfaction and well-being of older adults. In so doing, this project has contributed to the professional development of these program staff by helping them cooperatively to develop programs which benefit the respective populations whom they serve.

It is significant that this project was developed in Pennsylvania which has been a leader in intergenerational programming. Specifically, prior to the initiation of this project a memorandum of agreement was established among the Pennsylvania Departments of Aging, Education, and Public Welfare that addresses the need for their collaboration in efforts that result in the development of intergenerational programs. This agreement in principle provided the philosophical and administrative support that enabled this project to reach out effectively to agencies in the commonwealth providing direct service to older adults and young children, respectively.

OBJECTIVES

The specific objectives of this project were planned to address the issues related to the needs for creating increased opportunities for interaction between young children and older adults, developing resource persons to support the efforts of child care providers, and meeting the shared training and program development objectives of diverse agencies through their collaboration in an integrated training program. The objectives were:

1) to train approximately 15 staff from the aging network (e.g., senior centers, area agencies on aging, senior citizen housing sites) and 15 staff from the child care network (e.g., child care centers, Head Start programs, infant-toddler day care programs) in each of 5 different geographic regions of Pennsylvania (150 staff in all) to plan and implement collaborative intergenerational programs for their respective target populations;

2) to develop approximately 50 intergenerational programs involving older adults and young children throughout Pennsylvania;

3) to demonstrate the effectiveness of cooperation among the staff from the aging and child care networks in the pursuit of complementary interests and needs;

4) to contribute to older adults' feelings of well-being through their involvement as support persons to young children; and

5) to contribute to young children's growth and learning through the development of caring relationships between young children and older adults.

By achieving these objectives this project has established a model training and support program that can be replicated in other communities and states throughout this country.

METHODOLOGY

The centerpiece of this project was the provision of training to the staff from the aging and child care networks in Pennsylvania. The goals of this training program conducted over two consecutive days were for the training participants to:

- describe the rationale for and the benefits of utilizing older adults to support the growth and learning of young children;

- analyze the supports for and obstacles to developing intergenerational programs;

- describe an intergenerational program that is suitable as a collaborative project of two agencies from the child care and aging networks;

- design a detailed working plan to develop an intergenerational program that includes recruitment of participants, orientation and training, maintenance and support activities, recognition of participants, and assessment; and

- develop the knowledge and skills necessary to implement their plans.

Although a critical element of this project, the provision of this two-day training program to staff from the child care and aging networks in Pennsyvania was just one of several activities that comprised this project. The training and other related activities are briefly described below.

1. Preparation for the delivery of training, including the identification of participants and sites. Working closely with the statewide leadership of the child care and aging networks in Pennsylvania (e.g., representatives from the Pennsylvania Departments of Aging, Education, and Public Welfare, Pennsylvania Association of Child Care Agencies, Pennsylvania Association of Non-Profit Homes for the Aged, and Pennsylvania Head Start Association), training sites were selected in each of five geographic regions within Pennsylvania. Efforts then focused on identifying participants from each of these regions. Criteria for the selection of participants included: interest in intergenerational programs; demonstrated initiative in implementing new programs; interest in collaborating with staff from other community agencies; and willingness to devote the necessary time to implementing an intergenerational program. Special attention was devoted to finding pairs of staff from child care and aging network agencies that are in close enough proximity to enable their convenient collaboration beginning with and following the training.

The leaders from the child care and aging networks who assisted the project staff in this activity, furthermore, served as an ad hoc advisory council and were consulted with and apprised of the project's progress throughout the project period.

2. Training of program staff from the child care and aging networks. A total of five two-day training workshops were offered throughout Pennsylvania in the following regions of the commonwealth: Central Pennsylvania (PA), Northeastern PA, Northwestern PA, Southeastern PA, and Southwestern PA. Invited to attend each two-day training offering were approximately 15 staff persons from agencies serving young children (e.g., child care centers, Head Start programs, infant-toddler day care programs) and 15 staff persons from agencies serving older adults (e.g., senior centers, Area Agencies on Aging, nursing homes, senior citizen residence buildings).

The purposes of the training were: to provide the participants with the knowledge and skills necessary to develop their own intergenerational programs; to help the participants develop detailed program implementation plans; and to facilitate the development of collaborative relationships between staff from nearby child care and aging network agencies.

3. Provision of ongoing, at-a-distance support to the trained program staff from the child care and aging networks. Following the training workshops, the trained staff received at-a-distance support throughout the

project in the form of telephone conferences initiated periodically by the project staff. The purposes of these telephone conferences were: to support the work of the trained staff persons as they implemented their program plans; to respond to their concerns and questions which arose as they proceeded with their plans; to recommend adjustments to their plans as their circumstances required; and to maintain contact. During these conversations, the project staff helped the trained staff persons by reviewing the results and implications of their accomplishments and planning in detail the next steps which the staff persons needed to take. Using this problem-solving approach, the project staff endeavored to provide help in a systematic fashion to trained program staff persons to fine-tune their implementation plans.

4. Conducting of follow-up support workshops for the trained program staff from the child care and aging networks. At approximately three months and again at nine months after each of the five two-day training workshops, full-day follow-up workshops were convened for each group of trained program staff. The purposes of each of these support workshops were: to review the trained staff persons' experiences in developing their intergenerational programs; to share their successes and their problems; to brainstorm strategies that address problems; to plan for the maintenance and expansion of their programs; and to develop a support network among each group of training participants.

EVALUATION

An evaluation plan was developed and implemented which collected data at strategic intervals throughout the project to test the degree to which each of the project objectives had been achieved. The evaluation plan, accordingly, included: a pre- and post-test administered to the trained staff before and after the two-day training workshops; a written survey completed toward the end of the project by the trained staff and reporting on their progress in implementing an intergenerational program with their colleagues from counterpart agencies; a questionnaire completed by the older adult participants in the intergenerational programs developed by the trained staff; and a questionnaire completed by the child care teachers from agencies with intergenerational programs developed by the trained staff, reflecting on the impact on the children. The results of the evaluation are outlined below under each project objective.

Objective 1: To train approximately 15 staff members from the aging network...and 15 staff members from the child care network...in each of five different regions of Pennsylvania (150 staff in all) to plan and implement collaborative intergeneratitonal programs for their respective target populations.

- A total of 178 persons participated in the two-day training workshops. Of this number 85 persons were from agencies serving children, 87 from agencies serving older persons, and 6 from agencies serving both children and older persons.

- The participants' post-test scores (mean = 33.1) were significantly higher than their pre-test scores (mean = 17.8) at the 0.0001 alpha level.

Objective 2: To develop approximately 50 intergenerational programs involving young children and older adults throughout Pennsylvania.

- Based on the returns of the survey completed by project participants, 64 new or expanded intergenerational programs resulted from the participants' involvement in this project.

Objective 3: To demonstrate the effectiveness of cooperation among staff from the child care and aging networks in the pursuit of complementary interests and needs.

- 93.5% of the staff responding to the survey described the cooperation between their agency and their counterpart agency as either good or excellent.

- 95.1% of the staff respondents described the collaborating agency as somewhat or very reliable.

- 91.8% of the respondents felt that the development of their intergenerational program was dependent upon their collaboration.

Objective 4: To contribute to older adults' feelings of well-being through their involvement as support persons to young children.

- A majority or plurality of the older adult participants who returned their questionnaires reported that their participation in the intergenerational program had a positive impact on their: feeling of happiness (63.9%); amount of social contact (48.1%); self-confidence (49.1%); feeling of being valued (67.6%); and life satisfaction (54.6%).

- 88.0% of the older participants said they would continue their participation in the intergenerational program.

- 95.4% of the older participants said they would recommend the intergenerational program to other older persons.

Objective 5: To contribute to young children's growth and learning through the development of caring relationships between young children and older adults.

- 82.6% of the child care staff who returned their questionnaires reported the children's responses to older persons as positive.

- 91.3% of the staff reported that the children benefitted from their interactions with the older persons.

- The general areas of development in which the staff reported the children as having benefitted are: learning (58.0%); behavior (42.0%); emotional growth (62.3%); and socialization (89.9%).

- Specific areas in which a plurality or majority of the staff reported positive changes in the children include: talking ability; vocabulary; interest in drawing and painting; manipulative skills; socialization; self-discipline; orderliness; general behavior; attention span; conforming with routines; interest in older people; and self-concept.

SUMMARY AND RECOMMENDATIONS

As the evaluation results indicate, this project has been very successful in achieving each of its objectives. The two-day training workshops were well-received and resulted in a highly significant improvement in the participants' knowledge about intergenerational program development. Yet the true test of the training is the ability of the trained staff to implement what they have learned--to develop effective intergenerational programs with a positive impact on the children and older adults. In this regard, the project has met or exceeded the objectives.

Several factors help to explain the success of this project. The involvement of pairs of staff from nearby child care and aging network agencies is the preeminent key. Beyond that, the training workshops were carefully designed and structured to help the participants focus their ideas and scale them down to manageable levels. Time and again the participants were advised to plan small programs that would stand the best chance of succeeding. The training workshops also enabled the participants to define what needed to be done, who would be responsible for doing it, and when it should be accomplished. This procedure helped the participants to reduce the sometimes overwhelming problem of developing a new program with a cooperating agency to more manageable dimensions by identifying specific tasks which they felt competent to undertake.

In addition to the training workshops, the ongoing support and follow-up workshops were important factors in the project's success. The telephone calls provided individual assistance to the participants and communicated the project staff's interest in and concern for their progress. This encouraged them to make a serious attempt to implement their plans. The follow-up workshops provided another link in building a support system for the project participants. The participants had a forum within which to describe their successes and receive suggestions for alternative strategies from empathetic colleagues in dealing with their obstacles.

Based on the success of this project and the analysis of that success, the following recommendations are offered to other systems which are considering the replication of this model.

1. Involve decision-makers at the participating agencies from the outset to establish a supportive climate within the agencies for intergenerational program development and to ensure that they understand the expectations of their agencies.

2. Provide adequate preparation and planning time to ensure that pairs of agencies--serving young children and older adults--participate in the project.

3. Emphasize the development of intergenerational programs by cooperating teams of staff from agencies serving young children and serving older adults in which the cooperating staff persons have complementary roles and responsibilities.

4. Present a systematic program implementation model which breaks the procedures down into conceptually discrete, manageable activities.

5. Provide systematic follow-up support for the participants that helps them with problems and maintains their commitment to develop intergenerational programs.

6. Develop a strategy to support the establishment of local or regional networks of agencies involved in intergenerational program development.

In conclusion, it was clearly demonstrated that the approach undertaken in this project provides an effective model for enabling the establishment of cooperatively developed intergenerational programs on a statewide basis. The training provided by Generations Together, moreover, served to motivate the participants and prepare them to develop their own programs with ongoing, follow-up support.